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F. A. GARDNER, N.Y. J. H. GARDNER, MASS.

PROFESSOR J. H. GARDNER, MASS.
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THE TRUSTEES OF THE PEABODY EDUCATION FUND.

FOR THE SOUTHERN STATES

25th March, 1897.

PRODUCED, PRINTED AND PUBLISHED IN THE NAME OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND FOR THE SOUTHERN STATES OF THE UNION.

PROCEEDINGS
OF THE TRUSTEES OF THE
PEABODY EDUCATION FUND,

1874-1881.

Printed by Order of the Trustees.

VOL. II.

BOSTON:
UNIVERSITY PRESS: JOHN WILSON & SON.
1881.

1900/1901

1900

1901

1900

1901

At the Annual Meeting of the Trustees, February 3,
1881, it was —

Resolved, That the Chairman be authorized to prepare a
second volume of the Proceedings of the Trustees, with an
engraved portrait of the late Dr. BARNAS SEARS.



TRUSTEES
OF THE
PEABODY EDUCATION FUND.

The Board as originally appointed by Mr. PEABODY consisted of the following members:—

Hon. ROBERT C. WINTHROP	<i>Massachusetts.</i>
Hon. HAMILTON FISH	<i>New York.</i>
*Right Rev. CHARLES P. McILVAINE	<i>Ohio.</i>
General U. S. GRANT	<i>United States Army.</i>
*Admiral D. G. FARRAGUT	<i>United States Navy.</i>
*Hon. WILLIAM C. RIVES	<i>Virginia.</i>
*Hon. JOHN H. CLIFFORD	<i>Massachusetts.</i>
Hon. WILLIAM AIKEN	<i>South Carolina.</i>
Hon. WILLIAM M. EVARTS	<i>New York.</i>
*Hon. WILLIAM A. GRAHAM	<i>North Carolina.</i>
*CHARLES MACALESTER, Esq.	<i>Pennsylvania.</i>
GEORGE W. RIGGS, Esq.	<i>Washington.</i>
SAMUEL WETMORE, Esq.	<i>New York.</i>
*EDWARD A. BRADFORD, Esq.	<i>Louisiana.</i>
*GEORGE N. EATON, Esq.	<i>Maryland.</i>
GEORGE PEABODY RUSSELL, Esq.	<i>Massachusetts.</i>

The vacancies created by the deaths of Hon. WILLIAM C. RIVES, of Admiral FARRAGUT, of Bishop McILVAINE, of CHARLES MACALESTER, Esq., of GEORGE N. EATON, Esq., of Hon. WILLIAM A. GRAHAM, and of Hon. JOHN H. CLIFFORD, and by the resignation of EDWARD A. BRADFORD, Esq., have been filled by the election of

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
Hon. A. H. H. STUART	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
Surgeon-General JOSEPH K. BARNES, U. S. A. .	<i>Washington.</i>
Chief-Justice MORRISON R. WAITE	<i>Washington.</i>
Right Rev. H. B. WHIPPLE	<i>Minnesota.</i>
Hon. HENRY R. JACKSON	<i>Georgia.</i>
Col. THEODORE LYMAN	<i>Massachusetts.</i>

The vacancies caused by the death of Hon. SAMUEL WATSON and General RICHARD TAYLOR have been filled by the election of RUTHERFORD B. HAYES *President of the United States.*
Hon. THOMAS C. MANNING *Louisiana.*

GENERAL AGENT.

(To whom all communications should be addressed.)

Hon. J. L. M. CURRY, LL.D. *Richmond, Virginia.*

PREFATORY NOTE.

THE first volume of the Proceedings of the Trustees of the Peabody Education Fund was published in 1875, and included the Trust Letters of Mr. PEABODY with the Records of the Trustees from the organization of the Board in February, 1867, to the close of their Annual Meeting in October, 1874.

The present volume contains the history of the Trust for the seven years which have since elapsed, with all the Records, Reports, and Statements of Securities.

The engraved portrait of the lamented Dr. BARNAS SEARS — the General Agent of the Trustees during the whole period covered by the two volumes — will be found at page 302, in immediate connection with the formal announcement of his death.

As a frontispiece to this volume, a heliotype is given of the original photographic group of the Trustees, at the time of their organization, with Mr. PEABODY at their head, taken at New York, in 1867, by Mr. M. B. Brady, and reproduced here by his obliging permission. A second heliotype of the Board, as convened at the White Sulphur Springs, Virginia, in 1876, is given in connection with the Proceedings of that Meeting.

An Index to both volumes of Proceedings is appended.

BOSTON, 1 October, 1881.

A RESOLUTION PRESENTING THE THANKS OF
CONGRESS TO GEORGE PEABODY.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the thanks of Congress be, and they hereby are, presented to GEORGE PEABODY, of Massachusetts, for his great and peculiar beneficence in giving a large sum of money, amounting to Two Million Dollars, for the promotion of Education in the more destitute portions of the Southern and South-western States ; the benefits of which, according to his direction, are to be distributed among the entire population without any distinction, except what may be found in needs or opportunities of usefulness.

SEC. 2. *And be it further resolved, That it shall be the duty of the President to cause a Gold Medal to be struck, with suitable devices and inscriptions, which, together with a copy of this resolution, shall be presented to Mr. PEABODY, in the name of the People of the United States.*

Approved, March 16, 1867.

C O N T E N T S.

	Page
Trustees of the Peabody Education Fund	iv
THIRTEENTH MEETING OF THE TRUSTEES, New York,	
Oct. 6, 1875	3
Address by the Hon. Robert C. Winthrop	4
REPORT OF DR. SEARS	10
Remarks of Dr. Sears on submitting his Annual Report . .	20
Adjourned Meeting, Oct. 7	47
Adjourned Meeting, Oct. 8	49
Resolutions on the Death of the Hon. W. A. Graham . .	50
FOURTEENTH MEETING OF THE TRUSTEES, White Sulphur	
Springs, West Virginia, Aug. 3, 1876	56
Address by the Hon. Robert C. Winthrop	56
REPORT OF DR. SEARS	63
Adjourned Meeting, Aug. 4	80
Adjourned Meeting, Aug. 5	83
Resolutions on the Death of Governor Clifford	83
FIFTEENTH MEETING OF THE TRUSTEES, New York, Oct. 3, 1877	
Address by the Hon. Robert C. Winthrop	89
REPORT OF DR. SEARS	95
Statements of Superintendents of Public Instruction in	
regard to the influence of the Peabody Fund	129
Resolutions on the Death of the Hon. Samuel Watson . .	133
Statement of Securities	140

	Page
SIXTEENTH MEETING OF THE TRUSTEES, New York, Oct. 2, 1878	146
Address by the Hon. Robert C. Winthrop	146
REPORT OF DR. SEARS	148
Address of Dr. Sears at the Commencement of the Normal College at Nashville, Tenn.	176
Adjourned Meeting, Oct. 3	193
Statement of Securities	197
SEVENTEENTH MEETING OF THE TRUSTEES, New York, Oct. 1, 1879	200
Address by the Hon. Robert C. Winthrop	200
REPORT OF DR. SEARS	206
Adjourned Meeting, Oct. 2	249
Resolutions on the Death of General Taylor	250
Statement of Securities	254
EIGHTEENTH MEETING OF THE TRUSTEES, Washington, Feb. 18, 1880	256
Address by the Hon. Robert C. Winthrop	256
REPORT OF DR. SEARS	259
Adjourned Meeting, Feb. 19	265
Report on Education of the Colored Population of the United States	270
Memorial to Congress	300
NINETEENTH MEETING OF THE TRUSTEES, Washington, Feb. 2, 1881	302
Address by the Hon. Robert C. Winthrop	302
Resolutions on the Death of Dr. Sears	324
Adjourned Meeting, Feb. 3	344
Letter from Mrs. Fultz, daughter of Dr. Sears	344
Adjourned Meeting, Feb. 4	370
Tributes to Dr. Sears	373
Address prepared by Dr. Sears for the American Institute of Instruction	399

PROCEEDINGS
OF THE
TRUSTEES OF THE PEABODY
EDUCATION FUND.

THIRTEENTH MEETING OF THE TRUSTEES.

NEW YORK, Oct. 6, 1875.

THE Board met at the Fifth Avenue Hotel, at 12 o'clock, M.

There were present the Hon. ROBERT C. WINTHROP, Chairman; Hon. WILLIAM AIKEN, Gen. BARNES, GEORGE W. RIGGS, Esq., G. PEABODY RUSSELL, Esq., Gen. RICHARD TAYLOR, Hon. S. WATSON, Chief Justice WAITE, SAMUEL WETMORE, Esq., the Rt. Rev. Bishop WHIPPLE, and the Rev. Dr. SEARS, the General Agent.

After the reading of the Record of the Annual Meeting of the last year, Prayer was offered by the Rt. Rev. Bishop WHIPPLE.

The Chairman then addressed the Board as follows:—

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND:

I am sincerely glad to be with you once more, and to find a quorum assembled for business. It was with great regret that I found myself detained in Europe much longer than I anticipated when I left home, and that I was thus prevented from attending the last Annual Meeting of this Board. I may add without affectation that I willingly encountered the chances of a stormy passage across the Atlantic, during the recent equinoctial period, rather than arrive too late for the present meeting.

I trust that I need not assure you that absence from the country by no means diminished my interest in your proceedings; and that, as one who had been intrusted by Mr. PEABODY with something of peculiar responsibility in the organization of the Board and the management of the Trust, I watched the course of your action at a distance, as eagerly and anxiously as if I had been at home. My good friend, our indefatigable and invaluable General Agent, Dr. SEARS, will bear witness to the earnest interest, indicated in my correspondence with him, in all that was said or done here last year, and to the cordial concurrence which I expressed in the important declaration of purposes and policy which was so seasonably and unanimously adopted.

It was a special satisfaction to me that, with Dr. SEARS's aid, I had completed, before my departure, the preparation of the permanent record of our Proceedings, for the first seven years of our existence, in the noble volume which was laid on your table during my absence. A considerable number of copies of this volume were transmitted to me at my request, under the authority given to the General Agent and myself; and I took occasion to present them

to not a few of the Public Libraries abroad, and to such individuals as seemed to me peculiarly entitled to receive them. Copies were deposited in the British Museum, in the Bodleian Library at Oxford, in the library of the University at Cambridge, in the libraries of the Royal Society and of the London Society of Antiquaries, in the library of the City of London at Guildhall, in the Bibliothèque Nationale in Paris, and in the library of The Institute of France. Copies were also presented to the Earl of Derby, and others of the Trustees of Mr. PEABODY's munificent and most successful Endowment for improving the Dwellings of the Poor in London, and to Dean STANLEY, under whose authority the remains of our illustrious Founder were the subject of such signal honors in Westminster Abbey. I may add that, through the hands of Dean STANLEY, a copy was placed in the library of the Queen, from whom Mr. PEABODY, living and dying, had received such kind and marked attention.

Nor did I fail to remember, while I was in Rome, the deep interest in all Mr. PEABODY's great benefactions expressed by His Holiness the Pope, at an audience to which I had accompanied Mr. PEABODY seven years before ; and, through the hands of the venerable Baron VISCONTI, a copy of the volume found its way to the Vatican.

I shall file with our General Agent or Secretary a complete list of the libraries in which this first volume of our Proceedings has been deposited, and of the individuals to whom it has been presented, in order that any succeeding volume or volumes may follow the first in future years. It is due to the memory of our Founder, as well as to ourselves and those who have been or may be associated with us, that the formal record of our administration of so large and noble a Trust should be placed within reach of all, on either side of the Atlantic, who may be interested

in examining it. In London, especially, where Mr. PEABODY's memory is so warmly cherished, and where STORY's noble statue keeps him ever in the eyes of all who congregate on the Royal Exchange, the practical workings of the great benefactions which justify his fame are watched with interest, and the record of their progressive success should be always at hand. In no other way can the great example of his munificence be commended so effectively to the admiration and imitation of others ; and, however much he may have coveted celebrity, it would have been worthless, even in his own estimation, unless that example should be productive of fruit and following.

I am reminded afresh, gentlemen, on resuming the chair to-day, of the losses which the Board had sustained, previously to your last meeting, by the deaths of our esteemed associates, Mr. MACALESTER and Mr. EATON,—to whose memories I paid a passing tribute in a letter to Dr. SEARS, which was included in the last record of our Proceedings. But it gives me peculiar pleasure to recall at this moment the names of the distinguished persons who were elected to fill the vacancies thus created. In the venerable Bishop of Minnesota and the Chief Justice of the United States,—both of whom we all welcome to our meeting to-day,—you have selected associates who would add dignity and strength to any organization, and whose participation in our proceedings will afford renewed assurance that they will be conducted with a scrupulous regard to the terms and tenor of the Trust under which we act.

I cannot forget, however, that still another breach has more recently been made in our little circle, and that we miss from our meeting to-day—for almost the first time since we received our commission from Mr. PEABODY—the ever-welcome presence of one whom we all held in the warmest personal regard. A few weeks only before I

embarked for America I heard, with great sorrow, of the death of the Hon. WILLIAM A. GRAHAM, of North Carolina. The event occurred somewhat suddenly, I learn, on the 11th of August, at Saratoga Springs, where he had been passing a few days for the benefit of his health. He had held, as you all know, many distinguished offices in the service of his State and country. As Governor of North Carolina, as a Senator in Congress for several years, and as Secretary of the Navy of the United States in the cabinet of President FILLMORE, from which post he retired on being nominated by the old Whig party as a candidate for the Vice-Presidency, —in all these relations he had won for himself a wide-spread reputation and regard, which any man, North or South, might have envied. I knew him intimately during this period of his public career, and have always cherished his friendship as one of the privileges of my Washington life. During the seven or eight years of his association with us in this Trust, we have all learned to appreciate his sterling qualities as a friend and a gentleman. One of the original members of the Board, receiving his appointment from Mr. PEABODY on my own recommendation, he has fulfilled every promise I had made for him. No one of us has been more punctual in his attendance at our meetings, or has exhibited a more earnest and intelligent interest in all our proceedings, while his dignified and genial presence has given him a warm hold on all our hearts.

I am sure, gentlemen, that you will unite with me in desiring that a committee may be appointed to prepare an appropriate resolution expressive of our deep sense of the loss we have sustained by his death; so that our permanent records may bear testimony to his faithful and valuable services.

Before this is done, however, I shall be pardoned for reading to you a portion of a letter, received just as I was

leaving England a few weeks ago, from our friend and associate Governor CLIFFORD, whom we all miss on this occasion, and who begged me to express to you his sincere regret at being unable to return from Europe in season for our meeting. Writing to me from Florence on the 1st of September, he speaks of having just seen an announcement of Governor GRAHAM'S Death, and then proceeds as follows : " Alas and alas ! He was not one of those who, when we last met, I had any forebodings might be starred on our fast-diminishing roll of Mr. PEABODY'S original appointments before the Board assembled again. But it will not be long before that roll will bear more of these sad and impressive signs of our common mortality. Already the little band of sixteen counts but one more among the living than it does of those who have joined the venerated founder of the Trust in that spirit-land to which we are all rapidly hastening ; and it is the simple truth to say of this last departed of our associates, Governor GRAHAM, that there was no one of us all, either of the living or the dead, who more faithfully fulfilled the duties he had assumed in accepting the trust with which Mr. PEABODY had honored him, or who more fully realized the value and importance of that Trust to that portion of the country with whose interests his own were identified, and to whose honor and prosperity he devoted himself with such conscientious zeal. As in the earlier discussions and debates of the Board I was, perhaps, more frequently brought into opposition to Governor GRAHAM, upon certain points of policy, than any other of his associates, — an opposition, however, always maintained on both sides with entire courtesy and good feeling, and invariably terminating in perfect concord, — I hope, when you announce his death at the next meeting, you will do me the favor to say, that, if I could be present, I should not fail to bear my testimony

to his thorough fidelity, his manly frankness, and his amiable temper, which had made him one of the most agreeable, as he was one of the most useful, members of the Board; and that I shall unite most cordially with the members who may be present in any expression which they may adopt of affectionate and sincere respect to his memory."

Upon the conclusion of Hon. Mr. WINTHROP's remarks, it was

Voted, That a committee be appointed by the Chairman, to draft Resolutions expressing the feelings of the Trustees at the loss sustained by the death of the Hon. W. A. GRAHAM, and to report such Resolutions to the Board.

The Chairman read an invitation from the Secretary of the New York Historical Society, inviting the Trustees to attend a meeting of that Society. Whereupon it was

Voted, That the Chairman be requested to return a suitable acknowledgment of the courtesy of the New York Historical Society, and also to send to the Society a copy of the printed volume of the Proceedings of the Board.

It was also

Voted, That the printing of five hundred additional copies of the pamphlet Report of last year, by order of the General Agent, be and is hereby approved and ratified.

The General Agent, Rev. Dr. SEARS, then presented and read his Report, as follows:—

NINTH REPORT OF THE GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—The conditions on which a system of public instruction depends for its success are neither few nor simple. Indeed, the character and state of the schools of a people may be safely taken as a pretty fair index of the character of the people themselves. As in government, so in education, there must be an organization complete in all its parts, which may be the product of a few master minds ; and then the men and the money for the working of the system, in which, after all, lies the chief difficulty. In the States composing the sphere of our action there are generally very good, if not perfect, systems of Public Schools, so far as organization is concerned ; but when we look around for money to support the schools, and for men to conduct and teach them, we find a lamentable deficiency.

The first obstacle we meet with in overcoming the former of these evils is the impoverished condition of the people ; but a still greater one is found in the want of a just appreciation of the value of education. A State tax is scarcely ever sufficient to sustain good schools more than about half the year. It therefore needs to be supplemented by a county or district tax. In cities, there is usually no difficulty in raising funds for the schools ; but in the country, ignorance and contracted views of public policy so far prevail that it is hard to raise, by a voluntary tax, a sufficient amount to support respectable schools. There are many exceptions to this remark ; and these are most numerous and most marked where we have employed some

eminent and influential man to go through the State and arouse the slumbering minds of the people to a just sense of the importance of the education of their children. This experiment has been tried chiefly in Tennessee; and no amount of money paid from your fund has produced half the effect which the small appropriation for this purpose has done. Whole sections of the State, which before were the most indifferent to education, are now almost in the front rank in their zeal and activity in behalf of Free Schools. There has also been a temporary agency of one year in Texas, and of four months in North Carolina, of the results of which it is too early now to speak definitely. All, however, that is yet known of them is of a highly favorable character.

The other want to which I referred, though applicable in some degree to subordinate school officers, is especially true of teachers. There are States in which a sufficient number of these cannot be found. Great as is the want of funds, the want of good teachers is greater. And yet, without properly qualified teachers, there cannot be good schools. We have resorted to various methods in endeavoring, in part at least, to supply this deficiency. We have assisted young men in colleges who were preparing themselves to become teachers. We have assisted young ladies in female seminaries. We have aided young persons of color, of both sexes, in colleges and schools established for their benefit. But such are the rivalries and jealousies of different schools, and so numerous and pressing are the claims made upon us by inferior institutions for as much aid as is given to others, and so little is accomplished in most of them in the way of direct preparation for the teacher's work, that I have been driven back to our fundamental principle of confining our operations to schools which are carried on under State auspices. The only safe policy, and the one which alone promises thoroughness, efficiency, and permanency in

the training of teachers, is that of inducing the several States to establish their own Normal Schools. No system of public instruction is complete which does not embrace professional schools where the science of education and the art of teaching are regularly and thoroughly taught. The Southern States are now so far under way in their systems of education as to be prepared for a new step in this direction. They are beginning deeply to feel, as well as to see, the necessity of it ; and, with a little guidance, encouragement, and temporary assistance, can be induced to add this crowning part to their school organization. A splendid example will be found in the recent establishment of a great normal school at Nashville for the State of Tennessee.

In most other respects, the condition of these States in regard to schools is, on the whole, one of encouragement and good promise for the future. The discouragements and embarrassments now existing in some of them are represented by those who have the schools in charge as being of a temporary character ; the remedies being already provided for by suitable legislation, though the results do not yet appear. But we must restrict ourselves to a report of what has been accomplished, rather than indulge in anticipations of the future. A detailed account of the working of the school-systems in the several States, and of the success of the various schools aided by your bounty, would, with slight variations, be but a repetition of that given last year. I therefore content myself with referring you to that Report, and with making the following brief statement of the present condition of the Public Schools in the twelve Southern States with which we are immediately concerned, and of the expenditures of the year in the aid granted to their schools.

The Public Schools of Virginia are constantly improving in character and increasing in number. The attend-

ance is about ten thousand greater than it was last year. In a short time, it may be expected that all the smaller and more remote country districts will feel their beneficent influence. The system of public instruction seems to be well grounded in the general sentiment of the people.

North Carolina has not yet made equal progress, though the necessity for it is beginning to be more widely felt. The Peabody Schools of the State are numerous. They, however, receive too little support from the State, and depend too much on contributions from others. The Superintendent of Public Schools is now spending four months as our agent in visiting the people, and in setting the subject in its proper light before them.

Of South Carolina, we can at present say but little. Until recently, only few applications for assistance have been made from that State. We are eagerly looking for such action on her part as will justify us in giving aid to a large number of schools; and measures have already been taken for this purpose, with good prospects of success.

The people of Georgia are in a condition not unlike that of North Carolina in regard to schools. Both these States are engaged in preliminary work, and ask our assistance in performing it. Hitherto they have been slow in adopting the recommendations of their respective Superintendents of Instruction. But now their extreme caution is beginning to yield to better counsels, and the hope for marked improvement is encouraging.

Florida, Arkansas, and Texas are, perhaps, at the present time, a little behind the other Southern States in the support of schools. But in the first of these a new Superintendent has been appointed, after a long vacancy; and in the last there are some indications of a new movement,

of which we may be able to make a favorable Report in another year. Over a hundred counties of Texas have been visited by our Agent during the last twelve months. About four thousand schools are reported as being in operation.

The State Superintendent of the Schools of Alabama reports that "free public schools are now more popular than ever before. During the present year," he continues, "we have had schools for each race in all the school districts of the State. The average length of the schools, outside the cities, will exceed five months, and in the cities the terms have been eight months. This is almost twice as long as the schools have been kept up in any year since the adoption of the present school system."

The Superintendent of the Schools of Mississippi says, in a recent letter: "Public sentiment is being rapidly developed in favor of free public schools. The taxes for their support are cheerfully and promptly paid. The increase in attendance has been more than twenty per cent over that of last year; and the increase of taxes—state, county, and municipal—over \$60,000. The average length of the schools has been about six months." In the cities, the public schools are regarded with more favor than in the country.

Our work in Louisiana, though by no means lost, is not accomplishing all we could desire. The schools which have been aided have indeed educated many individuals, who would otherwise have remained in ignorance; but instead of becoming stronger, and giving promise of permanency, they appear to be declining. Only two or three of them have been adopted as Public Schools. It seems inexpedient to sustain separate schools

any longer. Some way will probably be devised for uniting with the State in maintaining throughout the year schools for both races. In this manner more could be accomplished by the same amount of expenditure.

In Tennessee the Public Schools are rapidly multiplying. Our Agent is canvassing the State, and striving to awaken a general interest in the work of education. The greatest want of the schools is a sufficient supply of good teachers. To this subject, therefore, I have directed special attention. After consulting with men of public influence, especially with our resident Trustee, Judge WATSON, I addressed a note to the Governor of Tennessee, to be communicated to the Legislature, containing a proposition for the establishment of a State Normal School. The plan proposed was, with some modification, adopted, and a Board of Education appointed with authority to carry the law into execution. By the joint action of that Board and the Trustees, the State University at Nashville has been converted into a Normal School, and provision is made for commencing its first session during the present autumn.

West Virginia continues to support its Public Schools as heretofore. Our funds did not hold out sufficiently last year to give this State its due share. It will therefore receive the more the present year.

Our contributions for the year ending July, 1875, are as follows:—

VIRGINIA.

Lynchburg	\$2,000	Lincoln School (colored)	350
Alexandria	2,000	Bland Co.	300
Staunton	1,800	Buchanan	300
Portsmouth	1,500	Culpeper	300
Manchester	1,350	Leesburg	300
Charlottesville	900	Wytheville	300
Christiansburg	900	New Hope	300
Hampton Normal School (col'd)	800	Hillsville	300
Richmond Normal School ,	800	Berryville	300
Teachers' Institutes	800	Falls Church	300
Salem	750	Saltville	300
Hollins Institute	500	Cripple Creek	300
Woodstock	650	Matoaca	300
Fincastle	600	Abingdon	300
Midlothian	600	Liberty Hall	300
Strassburg	450	Antioch School	300
Liberty	450	Hollywood School	300
Chatham Hill	450	Butler School (colored)	200
Goodsen	450	Educational Journal	200
Barrack's Institute	450		
			\$23,750

NORTH CAROLINA.

Charlotte	\$1,000	New Salem Church	300
Newbern	1,000	Laurel Hill, White Rock	300
Charlotte (colored)	600	Antioch School	300
Agency for North Carolina	500	Rocky Point	300
Fayetteville (colored)	450	Grassy Creek	300
Tarboro' (colored)	450	Reams Creek	300
Pleasant Hill	300	Nebo	300
Laurel Branch	300	Dick's Creek	300
Balsam Seminary	300	Fork Mount	300
Rocky Hill	300	Hicksville	300
Ivy Shoal	300	Oak Grove	200
Flat Creek	300	Harrold Township	300
Grantville Seminary	300	Laurel Fork	300
Webster School	300	Lewisburg Township	300
Cowee School	300	Capernaum Institute	300
Fleming's Chapel	300	River Bend	300
Shoal Creek Seminary	300	Blue Ridge	300
Roan Mountain	300	Washington School	300
Pisgah	300	Laurel Hill, Clay County	300
Smyrna	300	Cheoah	300
Smithfield	300	Warrenton	300
McElrath Chapel	300	Hillsboro'	250
Waynesville	300	Educational Journal	200
Mill Shoal	300		
			\$16,150

NOTE.—From three of the above-named schools—Lewisburg, Waynesville, and McElrath Chapel—the State Superintendent withheld, at the last moment, the payment which I had made to him on his recommendation and certificate, because he found they had not actually complied with our rules. For a similar reason he paid the colored school at Charlotte only \$200.

GEORGIA.

Griffin	\$2,000	956th Military District	300
Columbus	900	Brown Institute	300
Savannah	800	Cedar Town	300
Atlanta Normal School (col'd)	800	Liberty Co. (colored)	300
Dalton (colored)	300	874th Military District	300
Rabun Gap	300		
Grove Level	300		
			\$6,900

FLORIDA.

Monticello	\$300
Lake City	300
	\$600

ALABAMA.

Montgomery	\$1,500
Huntsville	1,000
Birmingham	700
	\$3,200

MISSISSIPPI.

Jackson	\$2,000	Yazoo City	450
Vicksburg	2,000	Senatobia	450
Hazlehurst	1,100	Cold Water	300
Holly Springs	900	Holly Springs Normal School	300
Kosciusko	600	Brookhaven (colored)	300
Grenada	600		
Summit	500		
			\$9,500

LOUISIANA.

New Orleans Peabody Normal Seminary	\$1,600
Amite City Free Seminary	450
Minden Free Elementary Departments	350
Montgomery Free Institute	350
Winnfield Free Academy, Elementary Department	300
Normal Department, Minden	200
Normal Department, Jackson	150
Incidental expenses	300
	\$3,700

Of this amount \$2,700 was paid from appropriations of the previous year.

TEXAS.

Agency of Texas	\$1,500	Powell Dale	300
Fredericksburg	450	Gatesville	300
Marshall	450	Harrison Co.	300
Harmony	300		<hr/>
Weston	300		\$3,900

TENNESSEE.

Memphis	\$2,000	Thorn Grove	300
Knoxville	1,500	Charleston	300
Chattanooga	1,500	Kingston	300
Agency for Tennessee	1,500	Limestone	300
Shelbyville	1,000	Jonesboro'	300
Clarksville	1,000	Elizabethhton	300
Trenton	1,000	Franklin	300
Murfreesboro'	1,000	Flint Spring	300
Fisk University	800	Chatata Seminary	300
Gallatin High School	800	Salem	300
10th C. D., Davidson Co.	750	Squatchie College	300
Mechanicsville	600	Caney Branch	300
Goodlettsville	600	Jacksboro'	300
Watkins Seminary	500	McKie (colored)	300
Taylorsville	450	Cane Creek	300
Pinson High School	450	Rockwood	300
Columbia	450	Buffalo Institute	300
Hartsville	450	Cherokee	300
Trenton (colored)	350		<hr/>
Morristown	300		\$22,850
Powell's Station	300		

WEST VIRGINIA.

Five Normal Schools	\$2,500	Coalburg	300
Martinsburg	1,000	Educational Journal	200
Charleston	1,000		<hr/>
Teachers' Institutes.	1,000		\$7,100
Huntington	600	Total amount	\$97,650
Clarksburg	500		

The proportion of the contributions from the Peabody Fund and from the people for the same schools, which were once ascertained to be \$100,000 from the former, and \$550,000 from the latter, remains, I have reason to believe, about the same. If there be any difference, it is probably in the increase of the relative amount raised by the people.

In closing this Report, I am again called on to record the death of one of our associates, Gov. WILLIAM A. GRAHAM, whose pure character, uniform courtesy, and fidelity to duty won for him universal respect and esteem.

B. SEARS, *General Agent.*

STAUNTON, VA., Oct. 5, 1875.

Dr. SEARS, also, presented and read to the Board an Argument on the subject of Free Common Schools, which recent publications in the Southern States had induced him to prepare, as follows:—

REMARKS OF DR. SEARS ON SUBMITTING HIS
ANNUAL REPORT.

You will have perceived that my Report the present year is compressed within narrow limits. I desired to present, in connection with it, a somewhat extended statement of the views I entertain, after the most careful and anxious consideration, on topics that have been forced upon my attention by those who call in question the utility and even the justice of any provision by the State for the education of the people.

Since our last meeting, the subject of public Free Schools has been more fully discussed in the Southern States than during any previous year. The protracted consideration of the Bill contemplating "mixed schools," by both houses of Congress, gave occasion to the opponents of popular education to rally their forces and make an assault upon the whole system. The defence by the State Superintendents and others has been equally earnest, and much more rational and convincing. No sensible and careful observer supposes for a moment that the Public Schools in any Southern State will be abolished. Too many of the people have seen the advantages arising from them, even in their incipient stages, to allow such a backward step to be taken. They perceive that the objections made are, for the most part, speculative, and often purely imaginary; while others, less decided in their opinions, think it premature to pass judgment on them before the experiment has been fairly tried. The main object of the opposition is clearly to avoid the pay-

ment of the school tax. All other considerations appear to be subsidiary to this.

The most general objection is, that the government has no right to tax the people for the education of their children. It is here implied that the government constitutes one party, and the people another, which, in republican States, is untrue, both in theory and in practice. It is also implied that the acknowledged power of taxation vested in the Legislature is so limited as to exclude the support of schools, whereas it is a discretionary power, which may, indeed, be abused, but for the abuse of which a remedy is at hand in the sovereignty of the people. Chief-Judge Marshall says, "The people of a State give to their government a right of taxing themselves and their property; they prescribe no limits to the exercise of this right, resting confidently on the interest of the Legislature, and the influence of the constituents over their representatives, to guard them against its abuse." A State Legislature has, therefore, a legal right to tax the people for schools. The question then turns on the point whether it has a moral right to exercise its constitutional power in this way. It has been maintained that the State has no such right, and roundly asserted that it is robbery to take the hard earnings of one man to educate the children of another. Abating the exaggeration of the statement, and putting it in the proper form, that the property of all is taxed for the education of the children of all, we would remind those who take this view that such was not the opinion of Jefferson, the founder of the school of political philosophy to which they profess to belong. He prepared a bill, to use his own language, "for elementary schools for all the children rich and poor." "One of the provisions of the bill," he says, "was that the

expenses of these schools should be borne by the inhabitants of the county,—every one in proportion to his tax-rate." In another place he adds, "It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This it is the business of the State to effect, and on a general plan."

The theory of our opponents is, that the government should limit itself almost exclusively to the protection of the rights of the citizens in their person and property. Their motto is, "That government is best which governs least." The fact is overlooked that modern society is far removed from primitive simplicity; that, as civilization advances, men are brought into closer relations with each other both individually and collectively; that, as they have more wants, so they must have more supplies in common; that, in these circumstances, they derive great advantages from organization and combined action, which were impracticable before; that the man who lived apart from others, and could bring his own bucket of water, and carry his own lantern, now, that he lives in a community where there is a division of labor public and private, finds it easier and cheaper to pay his tax for water and for gas-lights, and in many ways to employ others to do what he once performed with his own hands. The regulations of government must increase in number as social life becomes more complex. The more progress there is in civilization the more concert will there be in action. Public economy will come into greater prominence, and increased demands will be made on the government for the exercise of its powers. Excessive legislation on some subjects does not prove that there should be no legislation in respect to schools. It is only

against needless or injurious legislation that we should be on our guard. For the above-named motto, therefore, we would substitute the following, as much nearer the truth and more accordant with reason: *Of those things which are necessary for the public good, the State should perform that and only that which it can do better than the individual, and leave to individuals that and only that which they can perform more advantageously than the State.*

That government cannot be pronounced unjust which takes nothing from the individual without public necessity on the one hand, and without rendering a proper equivalent on the other. And this necessity exists in every free government in regard to schools; and this compensation for taxes is made in the security and general welfare of society. It is a great advantage to a citizen to live in the peaceful enjoyment of all the means of individual, domestic, and social happiness and prosperity provided by an enlightened, provident, and well-ordered State; and for all this it is but just that he should bear his part of the public burden. Nor is it necessary, as is sometimes supposed, that every measure adopted by the State should be equally favorable to every individual. If one be less benefited than others by a certain legislative act, he will, in turn, be more benefited than they by some other act. Most laws operate with some degree of inequality. If, then, Public Schools are not directly of the same utility to all, and yet indirectly benefit all in a broader sense, there is no more injustice in taxing the people for their support than there is in doing the same for other kindred objects respecting which there is no dispute. The postal service, the improvement of harbors, the removal of obstructions to navigation from rivers; the construction

of canals, roads, and bridges; humane and charitable institutions, and the public works of cities, and police regulations,—all favor some classes of citizens more than others; and yet no one pronounces the laws providing for them unjust. Perhaps no law passed "for promoting the public welfare" operates more equally for the good of all than that for educating the children of the State.

There are no such absolute rights of property as exempt citizens either legally or morally from reasonable taxation. The power of a State to tax is inherent and as universal as the power to govern. The only consideration that is left is, whether the necessities and interests of a State are such as to justify the exercise of this power in the establishment of schools. That question has been so often and so thoroughly argued elsewhere that it need not be discussed here, except incidentally as we proceed.

Another objection has been stated in the following words: "I object to this system, always and necessarily tending to uniformity, because it violates the law of nature, which is the law of God." But every human being has much in common with others, while he has some things peculiar to himself. Of what is individual and peculiar, some things are blemishes, others excellences. Now, to speak in the same manner and in the same spirit of things so diverse, is not very philosophical. What is common to all requires of the educator common treatment. What is faulty needs to be obliterated, as far as possible. Peculiar qualities which are good should have a normal development.

A child, so far as he is rational, participates in the universal reason. An appeal to this is, in its nature, the same in all persons, adapted only to their age and attainments. Every mind in a class made up of such

pupils needs to be held to a common standard. It has been proved, by innumerable examples, that a boy educated in this way has more mental power and versatility than one trained by himself. Having a common interest with others, he is aroused by sympathy. The action of the class on his mind is as valuable to him as the instructions of his teacher. The faculty of reason has freer play and becomes more many-sided. His whole mental development is less abnormal, and injurious idiosyncrasies are thrown into the background, as they should be. Education in the direction of universal or abstract reason is like the centripetal force in the solar system; that in the direction of individual peculiarities is like the centrifugal force. The former tends to unity; the latter to separation and isolation. The best training of the mind is that which begins with the individual where it finds him, and from that point starts in the direction of absolute truth and reason. The individuality will always assert itself as a positive force, and the progress made towards absolute perfection will give the best possible development to a healthy individuality. Let me illustrate: There is but one Model Man for humanity, and all men are required to imitate him. The Scriptures give us no caution against imitating him too perfectly for fear of producing a "monotonous uniformity." The individuality will take care of itself. There will not only be variety enough, but it will be of the right kind; it will not be abnormal. The Apostle of Love and the Apostle of the Gentiles were more alike for being disciples of Christ; but they not only preserve their individuality, but they both have a far better individuality for their common discipleship. Thus the two factors, a different starting-point and a common goal, ever approximated but never

reached, are both necessary to that variety which God designed. Such is the law both of Christianity and of nature. But we are concerned with this broad principle only so far as it applies to Public Schools.

First, as to the pupils. They are usually in school only six hours a day, for four or five months of the year, between the ages of about seven or eight and fifteen or sixteen, leaving a plenty of time for the development of their individuality. While in school, their normal individuality will be preserved; only faulty and repulsive peculiarities, blemishes, and weaknesses will be, as far as possible, weeded out. The different schools and grades of schools are under different teachers.

In the second place, uniformity in those simple elements of knowledge usually taught in the Common School is desirable. Let all the children resemble each other as much as possible in their knowledge of the powers of the letters of the alphabet and of numbers; of orthography and pronunciation; of the meaning of words and the grammatical structure of sentences; of penmanship, punctuation, and the use of capitals; of the fundamental rules of arithmetic, and of the elements of physical and political geography. Individual peculiarities on these points are altogether too prevalent.

If by "uniformity" is meant that the schools of all the cities and districts will naturally be taught and disciplined in the same way, nothing is farther from the truth. The School Laws do not prescribe modes of teaching and discipline. The County Superintendents and Trustees have little or nothing in common in supervising schools. They act independently, so far as they act at all on these points,—each following his own sense of propriety. The teachers, on whom the character of the school in these

respects depends, are entirely independent of each other, are no more "equal" than other persons. On one point, however, there is uniformity in the Public Schools: they must teach all the branches of an elementary English education, and each in due proportion,—which cannot be said of all Private Schools.

If the meaning be that in the same school and in the same classes there is a general uniformity, the remark is equally applicable to academies, colleges, professional schools, and universities. But how does this principle operate in fact? For more than half a century theological seminaries have sent out their classes annually, and yet no two clergymen so educated, though the instruction was uniform, have preached alike. The individuality of lawyers and physicians, who have been educated alike, is just as observable. If the objector had spent a part of his life in Prussia, or in those States of our own country where for a long period the people have been educated in the Public Schools, he would have known that individuality, except in its repulsive forms, in those who have passed through them, is just as marked as it is elsewhere. There is, indeed, some degree of uniformity in intelligence, civility, and capacity for business.

Thus we see what ground there is for the following assertion: "Now, the children of our State, in attendance upon the Public Schools, are daily subjected to this unnatural process, tending to absolute uniformity, to the obliteration of peculiar characteristics, and by necessity diminishing their capacity for happiness and usefulness. Upon the same Procrustean bed they must all be placed, lopped off when too long and stretched out when too short, that, if possible, the law of nature may be nullified and the order of God reversed."

Again, it is said : "The tendency of the system everywhere and always is to enforced attendance." "If the system is to be sustained by the compulsory exactions of law, it must also, as a logical necessity, be sustained by the compulsory attendance of pupils." "In all the German States, in Italy, in nine States in this Union, . . . compulsory attendance is the law." The author of this statement cannot have read the School Laws of those States of the Union to which he here refers. His whole argument is framed on the false supposition that nine States do now, and all States finally will, require all children to attend the Public Schools. Not one of these States requires a child to do so. It is not against Private Schools, but against ignorance and barbarism, that they (and we too) are making war. Nor is it true that the law, in any of them, lays hold of the child, and forces him to disobey his parents, dragging him to the Public School. On the contrary, it says nothing to the child, requires nothing of him, but lays its injunction on the parent, and requires him to give a minimum of education to his child, either in a public or private school,—enough to render it possible for him to become a safe and decent citizen.

In taking a speculative view of the logical necessity of the system, the writer appears as a closet theorist, and not as a practical man. In a complex matter, where there are many co-operating causes, he takes one line of thought, and leaves out all the rest; and, with this one thread of logic, talks of logical necessity, as if the practical man were to proceed invariably in the narrow groove of a single syllogism. What may be simple and easy in theory may be impossible or inexpedient in practice. The considerate man knows that to make a law is one

thing, and to enforce it is quite another. There may be a logical necessity from a single point of view, and over against it many insurmountable obstacles from several practical points of view. Legislators are more swayed by the latter than by the former. Compulsory education, where it really exists, has, in its real aim, sole reference to the children of the ignorant and vicious. So far as I know, it is, in this country, enforced only in reference to them, and that, I believe, in only two or three cities. There is no motive to induce men to enforce such a law in regard to others, where the reasons of the law cease, but every motive to the contrary. Consequently such a law, even where it exists, never in practice affects the children of other parents. In fact, the compulsory law is not generally enforced at all. This writer is as sure as that the sun will rise to-morrow, that, if the school system continue to exist, compulsory attendance will be the law of the Commonwealth. Others, proceeding on the principle that laws which cannot be enforced in consequence of their unpopularity are as weak as tow, are just as certain that compulsory attendance can never prevail in this country. General expediency, not a syllogism, will decide the question. If there be such a law, it will not reach those parents who give any reasonable degree of education to their children, and it will do more good than harm to others who do not give their children any education. If there be no such law, we must deal with the ignorant as we always have done, relying on those moral agencies which have been employed by all the States from the beginning, and which are still the reliance of nearly all of them. The point now at issue is not that of compulsory attendance. We have nothing to do with that subject in these States. The true question now

before the people is, "Shall we make a fair trial with our present system of education, or shall we abandon it out of regard to the objectionable features of another and different system?"

Reasoning from the monarchical States of Germany and Italy to the republican States of this country, in regard to compulsory attendance, is not very logical. The stringent authority of government is congenial to the sentiments and habits of the people in the one case, and uncongenial in the other. No inference, therefore, can be drawn from the practice of the former to that of the latter.

Assuming that compulsory attendance (which is by no means the same as the enforced education of neglected children) will be universal in these free States, the objector to Public Schools goes on to say: "Now compulsory attendance upsets the reciprocal relations and duties of parent and child, as God has defined and imposed them, and is, *ipso facto*, a negation of God's authority. By the system, the child is not in the hands of his parents, but of the State. He is to be taught such subjects as the State prescribes; his manners, his health, his politics, his morals, even his religion, are all subject to State control. The child belongs to society, and not to his parents." He then appeals to the Bible: "Honor thy father and mother;" "Children, obey your parents in all things;" "Ye, fathers, bring up your children in the nurture and admonition of the Lord." He adds, finally: "Shall the child, in obedience to his parents, as God requires, stay at home and violate the law? or, shall he go in obedience to the law, and disregard his parents, which God forbids?"

It is, no doubt, the Divine plan for parents to give

personally religious instruction and home discipline and training to their children; but it is not the Divine plan that parents should be their children's schoolmasters.

Teaching must be a business, a profession; and we are no more required to teach our own children in the studies of the schools than we are to make their shoes. Nor is it true that instruction given by others in spelling, reading, writing, arithmetic, geography, and grammar — the principal studies taught in the Public Schools — interferes, in any way, with parental duty or authority. The parent who sends his children to these schools can teach them what the Bible requires quite as well as the one who does not. Besides, fathers are the very men most likely to lead in all public measures for schools. There is no party in the State whose interests can induce them, or whose power could avail them, to force upon the collective body of parents a system of education against their will. The idea is wholly preposterous.

The law, in a few States, requires the parent to see that his children are, for a period of about twelve weeks in the year, instructed either in a public school or elsewhere. Parents, with comparatively few exceptions, thankfully accept the boon of Free Schools, and comply with the requirement. These are all the facts from which an attempt is made to prove that the child is forced to violate a law of God.

In regard to the principle so confidently laid down, viz., that the State cannot, in any thing, without impiety, abridge the parent's authority over the child, I would remark that there is another passage of Scripture which seems to have been forgotten: "Let every soul be subject unto the higher powers." Here both parent and child are required to be subject to the powers that be, because

they are ordained of God. By Divine appointment, the authority of the civil government is superior to that of the parent. The will of the parent must, in the last resort, yield to the will of the government. The government is so important to society, to which the family is only preparatory and ancillary, that the family must be subject to its authority. The child belongs as much to society as to the family, and for a much longer period. He is protected by the government against the cruelty of the parent. If he violate a law, the parent cannot protect him by interposing his authority. If the State needs the military services of a youth of eighteen years, the parent cannot resist. If the small-pox prevails, and a city orders that all the children shall be vaccinated, the parent cannot say the child is under my control. If a ship in which he sails is put in quarantine, the father cannot command his son to come home. All this is as scriptural as it is rational.

In all civil matters, therefore, parental authority is limited by the exigencies or perils of the State. This law is as applicable to education as it is to any other subject. The question, then, is not whether the State can lawfully and scripturally interpose in the education of children, but whether its exigencies or perils are really so great as to demand and justify the interposition. To draw the line is, indeed, a delicate matter. But of the principle of State interposition, whenever it is expedient, neither Scripture, nor reason, nor analogy allows us to doubt.

It is said that, by the theory of Public Schools, "the State stands to the children *in loco parentis*." The Public School system rests on no such doctrine as that. No such principle is recognized in the School Laws.

The State stands in its own place, and leaves the parent in his. For its own sake, it aids the parent in training up his children to become good citizens, well knowing that, without such aid, a multitude of children will be neglected and become its worst enemies. This is the theory adopted by every State. It does not propose to bestow a bounty upon individuals, as such, nor to interfere with the liberty and just rights of the parent. Such complaints do not come from parents who have lived under this beneficent system, but from men who, without experience or observation, theorize in the closet on the subject. The people are beginning to see that they have a deep stake in this matter; that they are immensely benefited as well as the State; that by this means, and no other, can they educate every child without difficulty. When they have once enjoyed the blessing of Free Schools they almost universally open their eyes to all the great realities of the case, and give up their old prejudices. They regard these schools as their own, and glory in them as the "people's colleges." Are not Public Schools more controlled by the popular will than any others? Teachers are selected and schools controlled by those whom the legal voters, mostly parents, elect for this purpose. How is the teacher appointed in a Private School? Do forty or fifty parents individually make the contract, and does each one exercise his parental authority in settling the course of study, the text-books, and the rules of discipline? It is well known that the best Private Schools in the South are academies with preparatory departments; and that these are managed, not by the parents of the children, but by boards of trustees. Parents may patronize them or not; they can exercise no control over them. Other Private Schools are set up and governed by

the principal according to his own ideas ; and he, if he be a man, will suffer no dictation in his own chosen profession. The parent must put up with such a teacher as others approve. There is often no choice between this and going without a school, on account of the impracticability of maintaining two schools in the same place. Practically, the whole matter is managed by a few leaders, the people following ; and it is just as safe to have those leaders regularly chosen by the people as to have them self-appointed. What has been so often said about individual parental control has no place in any respectable Private School ; and is true only of family schools, which are now wholly out of date.

A still more definite ground of complaint is presented thus : "The Public School, in all its departments, is and must be utterly irresponsible to parents. This feature, though the system is on its good behavior yet with us, is already beginning to awaken, to some extent, the public attention to the mischievous tendencies of the scheme. The punitive measures of the Public School even now . . . frequently do violence to our sense of justice, and inflict irreparable injury upon the character of the child." "In many cases, despite the best efforts to prevent it, incompetent, corrupt, brutal teachers will be appointed. . . . Whatever subjects may be taught, whatever manners encouraged, whatever morals, whatever religion, inculcated, however aggrieved or wronged, we must be silent, acquiescent. For slight or imaginary offences, a coarse, vulgar teacher, vexed and goaded by cheap whiskey, may wreak his brutal wrath on your noble boy, your delicate, shrinking daughter." I quote this last passage with regret. Does the writer mean to affirm that the Public School system is less favorable to the appointment of competent and humane teachers than the system of Private Schools ?

The State, when its system is complete, provides for the professional training of its teachers by means of Normal Schools, Teachers' Institutes, and by the visitation and instruction of Superintendents. Nothing has exerted a happier influence in improving the quality of instruction given than these several agencies. Every teacher is subjected to a careful examination by a properly qualified officer, before he can be lawfully appointed. Then a selection is made by another officer or Board of officers. Having entered upon his duties, he and his school are frequently visited and inspected, and compared with others, and if he prove unfit for his office he is dismissed. Can as much be said of the ordeal through which the private teacher is to pass?

It is precisely at this point of wholesome and firm, but humane discipline, that the Public School has greatly the advantage over the Private School for the mass of children. The interference of dictatorial parents is one of the causes of bitterest complaint with teachers generally. The teacher may be made the slave of a powerful patron, and the proper discipline of the whole school must yield to the dictates of one whom it is not safe to offend. The parent will believe the child (the most unreliable witness) and not the teacher, who is treated as a culprit; and there is no cool, disinterested party to settle the difficulty impartially. In the Public School, the parent goes directly to the Superintendent or other school officer, who is not only free from the excitement arising from being a party in the dispute, but directly and deeply interested in maintaining faultless discipline, both for his personal satisfaction and convenience and for the reputation of the schools, which depend wholly on popular favor. He hears the parent's complaint. He then goes to the teacher and endeavors to

effect an amicable settlement. If he does not succeed, he next lays the matter before the School Board, and the case is investigated and settled. There cannot be greater security than this, both for the school and the parent. It is not the child, but the parent, who should seek redress. There is no part of the whole system of public education which is more universally satisfactory, where it is in vigorous and healthy operation, than its equitable and well-ordered method of school government.

The State employs its wisest and best men to provide good school-houses and furniture, qualified teachers, judicious courses of instruction, and just discipline ; but leaves every citizen at liberty to send his children to Private Schools of his own choice. And yet, in view of these very facts, the objector says : " My soul sickens in the contemplation of the terrible condition to which we are hastening." And what is this terrible condition ? It is that in which a State, for its own preservation and welfare, and for the general good, takes care that all the people possess the rudiments of knowledge by the only means which can secure that result. The author denies that the State, which exists for the purpose of protecting person and property, has the right to protect itself and its citizens against ignorance, lawlessness, and violence, by such a preventive as teaching the people. Thieves and plunderers are to be so far protected in their right to do wrong, that they can bring up their children to be like themselves ; and the evil must not be touched by the State till it is past remedy, and is then to be visited with penalties. Little culprits are around our premises every day, with no occupation but pilfering ; and yet it is not allowed to put them in school, and make useful citizens of them ; but they are to be left to grow up, in swarms,

as pests of society. In some places which are in just this condition good citizens are removing to other States; and how is this exodus to be arrested? By emigration societies? Public Schools will furnish a surer and better remedy. This is a practical question, and the sooner we meet it the better. If we deny the right of the State to protect itself in this way, the evil can never be removed. England has, from the time of the Heptarchy, tried the experiment of checking it by Private Schools at an expense that is perfectly enormous, and now confesses that it is a total failure; and is driven to the expedient of Public Schools by the appalling mass of ignorance that is growing upon its hands, and endangering the stability of the government. No other State on either side of the Atlantic will ever lavish so much money as England has lavished upon Private Schools. The experiment failing there, I see no chance for its success in any other country. Prussia, on the other hand, has educated her people as no other State has done; and the consequence is that, in proportion to its population, it is the most enlightened, influential, and powerful people on the globe. And yet universal education is vastly more necessary to a republic than to a monarchy. Free Schools have been longer maintained in republics than in monarchies. For more than two centuries have they existed in some of our own States; and no tax has been paid more cheerfully by them than the school tax. By no amount of argument could they be induced to cut off this right hand of their strength. The whole population think they receive untold blessings in the form of a prevalent public spirit, orderly and peaceable citizenship, general intelligence, enterprise, wealth, liberality, security of person and property, activity and energy in church and State, in

comparison with which a school tax of a few dollars is as nothing. If the fears entertained by some are just, why have they not been realized in this long and widespread experience? Why does not some nation, State, or city, which has given it a fair trial, abandon the system?

The failure of Private Schools *for the elementary instruction of the people — for we are speaking of these only* — may be explained from their very genius, which is, in a multitude of important particulars, the very reverse of that of Public Schools. Private Schools are often established as a means of support, or for money-making, and conducted both with reference to education and to gain, in varying proportions. Public Schools are established and conducted with sole reference to the best and least expensive means of education. Private Schools are established, not in sufficient numbers nor where they are most needed, but where they will yield the greatest income. The teachers are self-appointed, for whose competency and fitness no one is responsible. They may be good; they may be adventurers; they may be objects of charity, kept in place out of mere pity. The teachers lay out their own courses of instruction, often with the most slender provision for elementary studies. There is no supervision of Private Schools. The teacher cannot grade his school. If he instructs by individuals instead of classes, he can give only a few minutes a day to each pupil. If he instruct, as he must, numerous small classes, where he attempts to classify all his pupils, he must hurry from one subject to another without time for plan or preparation. He cannot safely be firm and impartial in his discipline. He is liable to be in the power of influential patrons. Teachers cannot be

distributed in numerous grades of schools on the principle of division of labor, each one being devoted exclusively to that for which he is best fitted. These, and a host of other disadvantages, lie not in any thing culpable in private teachers, but are inherent in the system as a means of general education. These schools exclude all systematic arrangement among themselves, by being wholly independent of each other and disconnected. We are ready to do all honor to individuals, societies, and churches by whose benevolent agency Private Schools have been provided for the destitute. Some of these are doing a work which will be held in grateful remembrance by succeeding generations. Private Schools of various kinds have their appropriate place among the means of education. But they are an unsafe reliance for the universal diffusion of knowledge, and lack the elements of economy and efficiency which characterize the Public Schools.

If we are to believe in the theory set forth in the various articles under review, it is well for the State to appropriate funds for the endowment and support of the highest institutions of learning for the education of the few, but not to appropriate one cent for those schools which offer elementary education for all the people. It is well for the State to encourage emigration societies and agents, but not Free Schools; though these attract, not the scum of European society, but families of wealth and culture. It is well for the public to tax itself for railroads, but not for schools, though the latter increase the population and the value of property as certainly as the former. It is well to pay enormously for a little doubtful legislation and a great deal of party strife and contention, but it is tyranny to go to the root of the evil, and, by such means as

public instruction, to educate the people up to the point of giving their votes to none but competent and good men, and thus healing this running sore of the nation. It is well to pay high rates of tuition, which shall exclude the majority of children, perhaps, from the schools, in order to place our children, for a few hours of the day, where they shall not come in contact with the children of others ; and yet monstrous for the public (which alone can do it) to educate, improve, and refine all the children in the streets and about our doors, so that contact with them (which in most cases is inevitable) shall endanger no child's morals or manners.

It is furthermore objected that "education would be, to the mere operatives certainly, a positive disqualification . . . by arousing ambitions which must be for ever crushed ;" that the progress of society would be retarded by universal education, because "civilization ceases without scavengers, boot-blacks," &c. To show that it is sin for such persons to better their conditions, the passage is quoted, "Let every man abide in the same calling wherein he is called." And, to make the matter still more sure, it is added, "God visits the iniquity of the fathers upon the children ;" "The child, by God's appointment, inherits the physical, moral, and intellectual characteristics of its parents." The conclusion is, "Our modern fanaticism is wiser than God."

It is needless to comment upon these obvious perversions of Scripture ; but it is natural to inquire what the people of Scotland, of Switzerland, of all the German States, and, we may add, nearly, if not quite, all the States of the Union, do for scavengers, boot-blacks, and operatives of every description, if the education of these classes unfits them for their occupation. We have ob-

served but one effect in this regard,—the increase of their wages. The universal testimony of employers is that the value of service, even of the lowest grade, is in proportion to the intelligence of those employed. What a calamity it is for a human being to be shut out, not only from profitable employment, but from the light of the sacred Scriptures, and of all books, and for the soul that was made for knowledge and culture to remain almost a blank! How dreary the life, and how low the pleasures of one who can never taste the sweets of literature, nor know what is going on in the wide world, in this age of wonders, beyond the narrow limits of his own town or district! As surely as States come under Christian influence, and pursue an enlightened policy, the children of the degraded and dangerous classes will not be left to the sad inheritance of their fathers' ignorance, crime, and ignominy. The human heart revolts at the idea that men are not to be helped out of their wretchedness, even for the public good, on the ground that Providence would not have it so. The humanizing influences of the age, felt in every civilized State, come not, as is implied, from impiety, but from the divine precepts and example of the Great Teacher and Exemplar of religion and virtue.

Another paradoxical view is advanced. The argument that public intelligence is necessary to free institutions is pronounced to be "entirely unsatisfactory," and then we are informed that "there is a vast amount of cheap humbug about this matter of education," and that the education which a citizen needs is not given in the Public Schools. "The mere ability to read, write, and cipher, a smattering of geography and grammar, of history and science, is not education, and seldom prepares a boy for the intelligent and conscientious discharge of the duties of citizenship."

"The best school which human wit ever devised for political instruction was our old county court system, where the sovereigns every month, however untaught in books, learned from the lips of eloquent orators and statesmen the history and nature of their government, the aims and tactics of rival parties, and received the ablest instruction in the rights and duties of citizenship. In this way intelligent citizens were made, though they did not, and many of them could not, read the newspapers." I am afraid that, in the changes that have taken place, that race of politicians — great orators, statesmen, and patriots — have deserted the county courts, if they have not, like those times of ignorance, passed away. Besides, the question at issue is not whether one, while a boy, and while at school, or even when he is through with his school, is "fitted for civic offices," but whether his power to read and understand will, when he has exercised it in his manhood, place him in intelligence above his neighbor who has not this power?

Suppose some men are brighter without education than others are with it, how is the writer to make it out that the bright intellects are always with the illiterate, and the dull ones always with the educated classes? With the same capacities, and with the same opportunities for growth and development in practical and public life, will it be maintained that the educated boy has no advantages over the uneducated? If not, the argument is entirely sophistical. Knowledge and discipline are given in the schools; practical and political knowledge follows the schools, and comes of itself and with increased power in the advance to manhood and maturer years. The school gives the elements of power; life gives direction and development to that power.

Suppose the illiterate can learn many things by observation, by intercourse with better-informed men. Do they enjoy the monopoly of these opportunities? Can they observe better, reflect more, judge more accurately, and reason more logically than those who have at the start disciplined intellects, exercised memories, and minds stored with elementary principles, and with varied knowledge? Does an excursion in geography beyond the horizon of one's own home, and in history farther back than the days of one's grandfather, and a familiarity with the thoughts of the great English writers, and the enjoyment arising from the perusal of the daily, weekly, monthly, and quarterly press, unfit him for competition with those of his fellow-citizens who are destitute of all these things, and to whom the literature of the world is a blank?

If the argument against the necessity of "book learning" for the citizen is good, it is as applicable to private as to public schools. But who would be so mad as to propose that all these be closed, and the youth be suffered to grow up as ignorant as barbarians; and, in their ignorance, prejudice, and passion, to drink in the sentiments of corrupt party politicians, and to depend on such an education as a preparation for the duties of citizenship?

There are those who protest against the payment of taxes "for the education of the children of worthless vagabonds." They would set these *children* to work in clearing up the swamps that breed malaria. Such persons, of course, must think it cheaper, wiser, and better to leave them, under the sanction of Heaven and of just laws, in their hereditary condition of vice and misery than to educate them, though the contagion of which they complain spread like the leprosy, though theft and

robbery and bloodshed and slaughter outgrow all legal restraints and remedial measures; though such of their number as are detected and punished only become worse and more desperate by incarceration; and, finally, though the "taxation wrung from an unwilling people" for detecting, trying, imprisoning, and supporting them in penitentiaries be much greater and more oppressive than would be necessary to educate them all in their youth, and save them and us from one of the greatest curses which now afflict society.

As to putting young children into the field at the age which the laws of nature have set apart for education, and thereby dooming them to perpetual ignorance, it is as preposterous as it would be to attempt to reap when we ought to sow. It is as impossible to reap in seed-time as it is absurd to sow in harvest-time. This is not the way to rid ourselves of "the brute tyranny of numbers." We cannot recall the right of suffrage, and yet that right will prove a curse unless its exercise be guided by intelligence. We must be for ever where we now are, or in a worse condition, unless we educate. Therefore, with Washington, Jefferson, and Madison, I say educate, educate, educate! There is no use in ignoring our perilous circumstances. Do not let the State refuse to save itself simply because in so doing it also improves, elevates, and saves individuals. To brand this as "Quixotic philanthropy" is easy, indeed; but it is no mark of wisdom.

I will close this discussion by indicating, in the briefest manner, a line of argument that is purely practical. It is well known that in all the Southern, and especially the Gulf States, good lands can be purchased for a moiety of their former value. This condition of property is, no doubt,

produced by many causes. But men who have offered to sell their plantations even at a much lower rate in the far South, have given as the chief reason the insecurity of property in fences, fruits, produce in the field, and all the smaller stock of a farm, arising from the depredations of a low and ignorant population. The pilfering propensities of this class of people are, indeed, quite insufferable. Let good schools be planted in all these districts, and, in less than ten years, when the pupils shall have reached their maturity, the whole condition of things will be changed. Again, the system of slave labor being abolished, and that of free labor substituted, it becomes necessary to qualify men for their new condition by giving them intelligence enough to be their own masters. Freedom of itself does not make one an intelligent and useful citizen. This question of labor can never be properly adjusted with an ignorant people of blind impulses. They will sport with their liberty to their own injury and that of their employers. Nor is it for this class alone that Public Schools are necessary. Such are the improvements in the industrial arts, and such the competition in all branches of business in the same and in different sections of the country, that men who are far behind others in intelligence and skill will stand no equal chance with them. Agriculture is now the leading occupation of men in the South. That it is generally in a low condition, that only a part of the soil is under cultivation, and that not in the most economical way, is confessed by all. The more thorough cultivation of small tracts of land, a greater variety of crops, with a proper rotation, and a system of sub-soiling, manuring, and draining, would not only be more profitable, but would greatly improve the soil. But all this presupposes a more intelligent class of laborers. A still greater advantage would accrue from the introduction of manufactures. Raising only one or two kinds of crops,

depending chiefly on bulky raw materials to be transported at the present high rates, and paying for their return in the form of manufactured articles, not only subjects men to all the risks of a bad season at home, or of reduced profits if the season is good abroad, but it burdens them with disproportionate expenses, and leaves them without the prosperity resulting from a multiplication of the branches of business which places producer and consumer side by side. Now we must either renounce all these essential means of prosperity, or we must educate the mass of the people up to that point of intelligence which will render the skilful practice of all the industrial arts possible. The Private Schools will never reach the great body of the laboring classes. They are limited, sporadic, and devoid of all organization and system. Contrast with them the Public Schools both in efficiency and in the scope, order, and economy of their operations. In the first place, there is a complete organization of school districts, school funds, and of school officers. All the parts of the State receive equal attention in proportion to their population. The whole working of the system is in the hands of men chosen from among all the people for their skill in the business of education. The highest educational talent of the State is placed at the head of the system. Others of similar character constitute the State Board of Education. The best assistants that can be obtained are sought for as county superintendents. The fittest men in each district are selected as local school officers. All these, each in his appropriate sphere, act in concert on the same general plan.

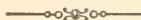
It is also to be remembered that the schools themselves are organized and duly graded. Teaching becomes a profession, with a system of promotions that secures permanency in the office. Normal Schools and Teachers' Institutes train persons for this special work. Thus the

system, as such, is complete in all its parts, and has the economical advantages which characterize all great and successful business enterprises, by means of combination, organization, and supervision.

This is the theory. We do not assert that the ideal is ever fully reached in practice. School officers and school men share in the infirmities common to all. Least of all do we maintain that a *new* system will, *at the beginning*, bring forth all its legitimate fruits. All that we assert—and the experience of more than thirty States bears us out in the assertion—is that, wherever sufficient time and opportunity have been given, the ideal has been reasonably approximated first in the cities, and next in the country.

The Chairman appointed the Hon. W. M. EVARTS, Chief Justice WAITE, and Hon. A. H. H. STUART as the committee to draft and report Resolutions in regard to the death of the Hon. W. A. GRAHAM.

The Board then adjourned, to meet at 12 o'clock the next day.



NEW YORK, Oct. 7, 1875.

The Trustees met at 12 o'clock.

Present: Hon. ROBERT C. WINTHROP, Chairman of the Board; Hon. WILLIAM AIKEN, Gen. BARNES, Hon. W. M. EVARTS, G. W. RIGGS, Esq., G. PEABODY RUSSELL, Esq., Hon. A. H. H. STUART, Chief Justice WAITE, Gen. R. TAYLOR, Rt. Rev. Bishop WHIPPLE, S. WETMORE, Esq., and Rev. Dr. SEARS.

After the reading by the Secretary of the Record of the previous day, the Chairman read a note from

Hon. HAMILTON FISH, expressing regret at being unable to leave Washington in order to be present at the meeting.

On motion of Gen. RICHARD TAYLOR, seconded by Rt. Rev. Bishop WHIPPLE, it was

Voted, That the Report of the General Agent be accepted, and published as a part of the Proceedings of the Board.

On motion of Chief Justice WAITE, seconded by Gov. AIKEN, it was

Voted, That the Argument of the General Agent for Free Common Schools be published in the Proceedings of the Board, and also that such a number of copies of the same as he shall think proper shall be printed, under his direction, for general circulation.

The Report of the Treasurer, SAMUEL WETMORE, Esq., to June 30, 1875, was then presented and read by him.

On motion of Gen. TAYLOR, seconded by Rt. Rev. Bishop WHIPPLE, it was

Voted, That in relation to the default in payment of interest by the Columbus, Chicago, and Indiana Central Railroad Company, the subject be referred to a committee consisting of Chief Justice WAITE, and Messrs. RIGGS, CLIFFORD, STUART, and WETMORE, who shall have full power to act in the matter.

On motion of Mr. WETMORE, seconded by Gen. TAYLOR, it was

Voted, That the action of the Finance Committee, authorizing the Treasurer to instruct the Fidelity Insurance Trust and Safe Deposit Company of Philadelphia to deliver the coupons of principal of the Consolidated Association Planters of Louisiana Bonds, amounting to \$34,800, to the Louisiana National Bank of New Orleans; and, further, that the instructions of the Treasurer to that Bank to remit the interest, when collected, to him, and to retain the coupons of principal until otherwise directed, the receipt whereof was duly acknowledged by said Bank by letters to the Treasurer dated Feb. 18 and 27, 1873, be hereby approved and confirmed.

On motion of Gen. TAYLOR, seconded by Chief Justice WAITE, it was

Voted, That the Finance Committee be authorized to withdraw from the Fidelity Trust and Safe Deposit Company any of the bonds there held, and to exchange, or fund, or otherwise deal with them as they shall think expedient.

The Report of the Treasurer was then referred to Mr. RIGGS and Mr. WATSON, as were also the vouchers of the General Agent.

The Board then adjourned, to meet at 11 o'clock the next morning.



NEW YORK, Oct. 8, 1875.

The Trustees met at 11 o'clock.

Present: The Chairman, and Messrs. AIKEN, BARNES, EVARTS, RIGGS, RUSSELL, STUART, TAYLOR,

WAITE, WATSON, WETMORE, WHIPPLE, and the General Agent.

The Chairman announced the Executive and Finance Committees, for the next year, as follows :—

Executive Committee. — Hon. WILLIAM AIKEN, Hon. W. M. EVARTS, Hon. A. H. H. STUART, Hon. S. WATSON, Gen. BARNES, with the Chairman, *ex officio*.

Finance Committee. — Hon. HAMILTON FISH, Hon. J. H. CLIFFORD, Chief Justice WAITE, GEORGE W. RIGGS, Esq., Hon. W. M. EVARTS, with the Treasurer, *ex officio*.

The committee to whom was referred the account of the Treasurer reported, by Hon. S. WATSON, that they had examined the same with vouchers, and found it to be correct, showing a balance in the hands of the Treasurer on the 30th day of June, 1875, of Eighteen Thousand Eight Hundred and Ninety dollars and nine cents (\$18,890.09.)

The committee to whom was referred the account of the General Agent reported, by Mr. RIGGS, that they had examined the same and found it correct, and that they find in his hands a balance of Three Thousand Eight Hundred and Fifty dollars (\$3,850).

Hon. W. M. EVARTS, on behalf of the committee appointed to prepare a suitable minute on the death of the Hon. W. A. GRAHAM, reported the following Resolutions :—

Resolved, That the members of this Board have received the afflictive intelligence of the death of their associate, the Hon. WILLIAM A. GRAHAM, of North Carolina, with profound grief at their own and the public loss.

Resolved, That the great fitness of Gov. GRAHAM for the trust and service in which Mr. PEABODY was so fortunate as to enlist his active interest and thorough co-operation has been made evident by the zeal, the wisdom, and the benevolent spirit which have marked his constant and faithful participation in the counsels and the labors of this Board from its establishment.

Resolved, That the distinguished public character of Gov. GRAHAM, and his strong hold upon the confidence of the people of the North and of the South alike, have been of the greatest value and importance to this Board in securing the sympathy and co-operation of men of credit and influence in the country, in furtherance of the beneficial system of public education at the South which Mr. PEABODY's munificent endowment has so greatly aided in developing.

Resolved, That our personal intercourse with Gov. GRAHAM, in the discharge of our common duties, has shown to us his admirable qualities of mind and character; and we lament his loss, as of a near friend and associate, as well as an eminent public servant and benefactor.

Resolved, That the Secretary furnish a copy of these Resolutions, to be communicated to the family of Gov. GRAHAM by the Chairman of the Board.

The Resolutions were supported by the Hon. A. H. H. STUART, in the following remarks:—

MR. PRESIDENT,—Although I am laboring under a temporary disability, which renders it impossible for me to speak without physical pain, I cannot deny myself the melancholy pleasure of saying a few words in support of the Resolutions which have just been reported by the committee.

It was my good fortune, more than thirty years ago, to make the acquaintance of Gov. GRAHAM. He was, at that time, a member of the Senate of the United States; and I had been recently elected to the House of Representatives.

It was a period of high political excitement; and a general coincidence of opinion on questions of the day brought Gov. GRAHAM and myself into personal association. It was during that period that the foundation of a life-long friendship was laid.

Some years later, we were associated as members of the Cabinet of Mr. Fillmore. During the two years and a half that we served together in that capacity, our acquaintance ripened into intimate friendship.

When Gov. GRAHAM was nominated for the Vice-Presidency, with that delicacy which marked his conduct in every relation of life, he retired from the Cabinet, and, with the exception of one or two casual meetings, our personal intercourse was suspended, until three years ago, when we were again brought together, as members of this Board.

I need hardly say to this audience that Gov. GRAHAM was a gentleman of high moral and intellectual endowments. He was a man of pure and spotless integrity. And, while he entertained decided opinions, he was never aggressive or intolerant in their assertion. To great dignity of character, he united an amenity and charm of manner which secured for him the respect and affection of all who knew him.

He possessed a sound and vigorous intellect which enabled him to grapple with the most difficult questions; and he was singularly free from all those influences of passion and excitement, which too often disturb the judgment. His views of every subject were clear, calm, and well considered.

While he may not have been as largely endowed as some

other men with that brilliancy which is called genius, he possessed what was far better, that happy balance of the intellectual faculties, which is the parent of wisdom. But it is not of the intellectual endowments of Gov. GRAHAM that I desire to speak on this occasion. Admirable as were the qualities of his mind, I prefer to dwell on the higher attributes of his moral and social character, which won for him the willing tribute of our hearts.

Although Gov. GRAHAM had, for more than forty years, occupied a prominent position in public life, and had filled many important public offices, during times of high party excitement, no man ever ventured to question the integrity of his motives or conduct; and, up to the hour of his death, he enjoyed the unlimited confidence of all who had the happiness to know him.

Mr. President, while the public lament, in the death of Gov. GRAHAM, the loss of an eminent statesman; while this Board are deeply sensible of the misfortune which has befallen them, in his untimely withdrawal from our body, you and I, sir, have an additional cause of sorrow,—we mourn the loss of a valued personal friend.

I do not know how I could more appropriately express my estimate of the high moral and intellectual, worth of Gov. GRAHAM than by adopting the language of the late venerable John Quincy Adams, on a similar melancholy occasion.

It was my fortune to announce to Mr. Adams the death of his friend and former Cabinet Minister, Ex. Gov. James Barbour, of Virginia. And, although Mr. Adams was reputed to be a man of cold and impassive nature, he received the news with deep sensibility. For several moments he bowed his head on the table near which he was sitting, and seemed absorbed in profound meditation. Gradually recovering his self-possession, he resumed his

erect position, and, with a voice tremulous with emotion, said: "Mr. Stuart, I have been connected with this Government almost from its foundation to the present hour. I have known all the distinguished men who have participated in its administration; and, I can safely say, I have rarely known a wiser man, and never a better man, than James Barbour!"

Mr. President, I can lay no claim to so large an acquaintance with the public men of our country as Mr. Adams. But it has been my fortune to be connected with public affairs during some of the most eventful periods of our history,—periods when some of the most distinguished men of two generations graced our national councils; and I feel that I can, without qualification, adopt the language of Mr. Adams, and say that I have rarely met a wiser man, and never a better man, than WILLIAM A. GRAHAM.

The Resolutions were then unanimously adopted, all the members rising.

On motion of Rt. Rev. Bishop WHIPPLE, seconded by Gen. TAYLOR, it was

Voted, That the Executive Committee, with the General Agent, be requested to take into consideration the propriety of establishing scholarships for the education of teachers, in a limited number of schools or colleges in the more destitute portions of the South.

The Board then proceeded to fill the vacancy caused by the death of the Hon. WILLIAM A. GRAHAM; and the Hon. HENRY R. JACKSON, of Savannah, Ga., was unanimously elected.

On motion of Hon. Mr. EVARTS, seconded by Gen. TAYLOR, it was

Voted, That the next Annual Meeting be held at the White Sulphur Springs, Virginia, on the first Thursday of August, 1876, unless, in the judgment of the Executive Committee, there should be insurmountable obstacles in the way.

The Board then adjourned without day.

G. PEABODY RUSSELL, Secretary.

FOURTEENTH MEETING OF THE TRUSTEES.

WHITE SULPHUR SPRINGS, WEST VIRGINIA,
Thursday, Aug. 3, 1876.

THE Board met at 12 o'clock.

There were present: Hon. ROBERT C. WINTHROP, Chairman; Gen. BARNES, Hon. W. M. EVARTS, Hon. HENRY R. JACKSON, GEORGE W. RIGGS, Esq., G. PEABODY RUSSELL, Esq., Hon. A. H. H. STUART, Gen. RICHARD TAYLOR, Chief-Justice WAITE, Hon. S. WATSON, SAMUEL WETMORE, Esq., the Rt. Rev. Bishop WHIPPLE, and the Rev. Dr. SEARS, the General Agent.

Prayer was offered by Bishop WHIPPLE.

After the reading of the Record of the Annual Meeting of the last year, the Chairman addressed the Board as follows:—

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY EDUCATION FUND:

An Annual Meeting of this Board was clearly contemplated by our illustrious founder, and was expressly recognized in the original resolutions by which the organization and proceedings of the Trustees were arranged, in March, 1867. We have, therefore, never failed to hold one. But the times and places of these Annual Meetings have hitherto been somewhat casually and capriciously appointed.

One of them has been held in January; two of them in February; one in June; two in July; and the two last in October.



Gen'l Jackson, Judge Watson, Dr. Sears, Gen'l Taylor, Geo. P. Russell, Mr. Riggs, Gen'l Barnes,
Mr. Wetmore, Ch. Justice Waite, Mr. Winthrop, Bishop Whipple, Mr. Stuart, Mr. Evans.

THE TRUSTEES OF THE PEABODY EDUCATION FUND, AT THE WHITE SULPHUR SPRINGS,

W. VIRGINIA, AUGUST 5, 1876.

Four of them have been held in the City of New York. One of them has been held in Baltimore ; one in Washington ; one in Philadelphia ; and one in Boston.

Meantime there have been four Special Meetings of the Board, besides that at which it was first established, at Washington, in February, 1867. Two of these Special Meetings have been held at New York ; one of them at Richmond, Virginia ; and one of them at Newport, Rhode Island. Other Special Meetings have been conditionally appointed, both for Memphis and for Nashville, Tennessee ; but, owing to intervening circumstances, have been given up.

The Trustees have repeatedly evinced a disposition and a purpose to fix the time and place of their Annual Meetings definitely and positively. In 1869, they voted that Washington and the third Thursday of January be the place and time of our Annual Meetings, until otherwise ordered. In 1870 this vote was repealed, and the City of New York and the third Wednesday of February were adopted as the place and time, except when otherwise ordered. In 1872, it was voted that "the Annual Meeting shall hereafter be held in the City of New York, in the month of July in every year, the precise day to be fixed by the Chairman and General Agent, after due consultation with the Trustees individually." In 1873, the second Wednesday in October was fixed for the day of the Annual Meeting ; and, in 1874, the first Wednesday in October was substituted for the second : New York, however, still being named as the place.

As the result of these various and varying votes, I think it may fairly be inferred that New York has commended itself to the Board peculiarly as the most eligible and appropriate place for our Annual Meeting, and October as the most convenient month ; and I cannot help feeling that

it would be wise for us to establish this place and this time by a by-law, which should henceforth be changeable, if at all, only by a two-thirds, or even a unanimous, vote.

Holding our charter from the State of New York, it seems fit that our Annual Meeting should be held within the limits of that State. Our Treasurer, too, with his books and vouchers and the greater part of our securities, has had from the first, and probably will continue to have to the last, an abode in the great commercial metropolis of the Union ; and there only can his accounts and books and evidences of property be conveniently examined. Meantime, both for our financial reports and for those of our General Agent, it is extremely desirable that the time of the Annual Meeting should be so regulated, that these reports should cover as nearly as possible the exact term of twelve months ; and that we should thus be able to form a full and correct impression, year by year, of our work in the past and of our ways and means for the future. The embarrassments and uncertainties which have been experienced or brought to my knowledge officially, now and heretofore, in view of a midsummer meeting at an unusual place, have concurred with the considerations I have already suggested in inducing me to urge upon the Board to adopt a rule, which shall be beyond easy reversal, for holding our Annual Meetings regularly in the City of New York, and in the month of October.

At our meeting in 1873, a discretionary authority was given to the Chairman to call the next Annual Meeting thereafter at these White Sulphur Springs in Virginia ; but on consultation with the Trustees, as the time approached, it was found best to relinquish the idea. At our meeting, last October, the proposal to meet here was renewed in a more positive form ; and we are here to-day in conformity with the express order of the Trustees.

We have come at length to this celebrated watering-place of the Old Dominion, which was so dear to Mr. Peabody himself, and where he spent not a few of the last and happiest weeks of his life, in the months of August and September, 1869, after his great plans of philanthropy and beneficence had all been arranged, and when nothing remained for him but to enjoy, — so far as his failing strength allowed him to enjoy any thing, — the respect and gratitude and affectionate attentions of the troops of Southern friends by whom he was here surrounded.

More than one of our number were witnesses to what occurred here during those weeks. Our Secretary, Mr. Russell, was here. Our second Vice-President, Governor Aiken, was here. Our General Agent, Dr. Sears, was here, and received the last counsels and instructions, in regard to the prosecution of our work, from lips which were so soon to be closed.

The associations of this place cannot fail, I am sure, to exercise a wholesome influence over our deliberations and doings, and to impress upon us all a renewed sense of the importance and responsibility of the trust which has been committed to us. We may not forget that nearly one full third of the time prescribed by Mr. Peabody for the positive continuance of the trust has already been completed. We may well rejoice that so much has been accomplished in the cause of free schools in the Southern States during these nine or ten years ; and I think we shall all agree that we have a special cause for gratitude to God, that the life and health of our General Agent have been spared, and that our work, during the whole period, has thus had the consistency and efficiency which could only have come from a single directing mind, devotedly pursuing a policy which had been carefully considered and deliberately adopted.

But while our General Agency has so happily remained

unchanged, the Board itself, by whose appointment and with whose authority every thing has been done, has enjoyed no such exemption. In the little photograph group of the original Trustees, taken in March, 1867, there were twelve standing figures and five sitting figures, including that of our illustrious founder himself. Of the sitting figures, but two are now figures of the living; of the standing figures, only six. At almost every Annual Meeting, we have had sad reminders that the tenure of our service was not dependent alone on Mr. Peabody's appointment, and that but few of those who took part in the organization of our work could expect to be in the way of watching over it to its close.

Such a reminder comes to us most impressively to-day. In a letter from our late esteemed and beloved associate, Governor CLIFFORD, written to me from Italy, last September, and a part of which, it may be remembered, was read at the opening of our last Annual Meeting, he said of Governor Graham, the tidings of whose death had just reached him: "He was not one of those who, when we last met, I had any forebodings might be *starred* on our fast-diminishing roll of Mr. Peabody's original appointments, before the Board assembled again. But it will not be long before that roll will bear more of these sad and impressive signs of our common mortality. Already the little band of sixteen counts but one more among the living than it does of those who have joined the venerated founder of the trust in that spirit-land to which we are all rapidly hastening."

He little dreamed, when he was writing these words in a foreign land, and while he was enjoying the raptures of a first visit to the Alps, of which his letter was full, that a star against his own name, in our very next Annual Report, would have eliminated that "one more" from his

reckoning ; and that his own death would be the means of leaving Mr. Peabody's original appointments just equally divided, as they are to-day, between the living and the dead !

Returning home from this first visit to Europe, not many months after that letter was written, re-invigorated in health, as was thought by his friends and by himself,— seemingly with a new lease of life, as was hoped by all who knew him,— he was suddenly prostrated by a disease of the heart, and died at his residence, in New Bedford, on the second of January last.

Born in Rhode Island, in 1809, and educated at the University of that State, of which our General Agent was so long the President, he became a citizen of Massachusetts in his earliest manhood ; and was successively a Representative in her Legislature, a member of her Senate and President of that body, District-Attorney, Attorney-General, and, in 1853, Governor of the Commonwealth. In all these relations he acquired high distinction, and acquitted himself in a manner to win universal respect and confidence. He had no passion, however, for public office, and assumed it only from a sense of duty. He refused more candidacies than he ever accepted, and it is no secret that he declined more than one offer of foreign appointment during the very last year of his life. He had great capacities for public usefulness, and would have adorned any position in the gift of the people or the President, at home or abroad. But he preferred the quieter and more independent walks of life, and only abandoned his professional labors at last, to preside over one of those great Railroad Corporations whose business demands so much both of legal skill and of practical tact.

It is, however, mainly in his connection with our own Board that I would speak of him on this occasion. From

only two of our thirteen meetings, Annual and Special, has he been absent ; — the very first, at Washington, when he had hardly received notice of his appointment ; and the very last, at New York, while he was still on the other side of the ocean. No one has taken a more active, earnest, intelligent, efficient part in all our deliberations and in all our doings. No one has contributed more to the harmony of our councils. No one has added more to our social satisfactions and enjoyments.

His genial temperament, his generous impulses, his ready and felicitous words, his always kind and conciliatory tone and manner, together with his wisdom and judgment, have rendered him one of the most valuable and important members of our Board, and there is hardly any other loss which could be felt more deeply than his, by those who have been associated with him here.

For myself, certainly, accustomed as I have been from the first to enjoy his friendly companionship in coming on to our meetings, wherever they were held, and to rely, as I always could and did, on his advice and co-operation in all that related to our proceedings, I can hardly express too strongly the personal sorrow I feel in being called on to announce his death. I leave it to others to prepare and propose such formal Resolutions as may secure for his name such a place on our records, as, I am assured, his memory will always hold in our hearts.

On motion of Mr. STUART, it was

Ordered, That so much of the Chairman's Address as relates to the death of Governor CLIFFORD be referred to a Special Committee, to be appointed by the Chair.

Messrs. STUART, EVARTS, and TAYLOR were so appointed.

The Chairman stated that communications had been received from the President of the United States and Secretary Fish, regretting that the state of public business at Washington would prevent their attendance at this meeting.

A communication was also announced from Governor Aiken, regretting that illness in his family would prevent his being present.

The General Agent, Rev. Dr. SEARS, then presented and read his Annual Report:—

TENTH REPORT OF THE GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—When we first entered upon the duties of our trust, in 1867, only in a few cities of the South were there any public free schools in operation. No State organizations existed through which we could reach the people. It was, therefore, necessary to conduct all our business directly with the citizens or city corporations. One of the best evidences of progress is found in the fact that, at the present time, every one of the fifteen Southern States has a public system of education, more or less complete. There are now not less than two millions of children enrolled in the public schools of these States ; and but little less than a million and a half (about 1,446,000) in those of the twelve States to which we have hitherto confined our operations. In every instance in which aid is granted to schools, the State and county officers place their services at our disposal. Thus we have the gratuitous assistance of a class of men whose official position gives them great advantages over others. For a period of eight years, we have been grad-

ually and slowly coming into this plan of operation. We have at last established it as a uniform system, and are now acting upon it in all the States that receive aid from the Peabody Fund.

The method of procedure is briefly this: Each State Superintendent is instructed on all points on which he will be called to act. He issues circulars which give the necessary information to the county superintendents and officers of the several school districts. All applications for aid come to him only through these official channels. As soon as he is informed of the probable amount that can be allotted to his State for the ensuing year, if the people on their part make the requisite efforts, he considers the relative claims of schools in different parts of the State, and recommends to me such as in his judgment ought to have the preference.

The list thus made out, if approved by me, is entered upon our books, and the parties are definitely informed of our action. Near the end of the year, they give a certificate to the State Superintendent that the terms of the engagement have been complied with; on the receipt of which, indorsed by him, I make payment.

In general, it may be remarked that no great changes have taken place within the year in the condition and prospects of education in the South. The majority of the States have made slow but steady progress; some two or three have manifested renewed interest and energy; and about the same number obviously feel the effects of financial embarrassment. The conviction of the necessity of public schools is gaining ground everywhere. This is owing partly to the results which are observed where they have been in successful operation, and partly to the thorough discussion of the subject in two or three of the more important States.

The following statements may serve to indicate briefly the present attitude of the States towards their public schools.

VIRGINIA.

According to the last Report, made in 1875, the school population between 5 and 21 years of age is 482,789. The number of pupils enrolled in the public schools is 184,486; and that of private schools, 23,285. Seventy-nine counties report improvement of public sentiment concerning public schools; twenty-six report no change; and four report unfavorably. The current expenses for public schools amount to \$924,118, of which about one-half is raised by a State tax, and the remainder by local taxes. There is an increase over last year both in the number of pupils enrolled and the amount paid for schools. The number of pupils attending schools of all sorts, in the counties now constituting Virginia, was in 1850 51,808; in 1860, 67,024; in 1870, 58,974; in 1876, 207,771. The number of white pupils in 1860 was 67,024; in 1875, it was 149,011. The tuition of 184,486 children, which were in the public schools last year, cost, in the aggregate, \$726,300; at private rates, it would have cost \$1,899,836.

NORTH CAROLINA.

The State Superintendent, who was chargeable with irregularities—I do not say intentional fraud—in the handling of funds, has resigned, and no successor has yet been appointed in his place. He spent four months in our service, as travelling agent, at the recommendation of Governor Graham. His opinion is that we should be more rather than less rigid in the selection of schools to be aided. Even those which outwardly conform to our requirements, it is urged, may be unsuccessful, either from bad management or from the appointment of incompetent teachers.

Whenever this happens, as it sometimes does, with schools patronized by us, it tends to impair confidence in the wisdom of our measures. I agree with him, and with the superintendents of Virginia, Tennessee, and Alabama, who entertain the same views, that we should not relax our requirements, but rather insist more stringently on conformity to the spirit, as well as to the letter of our regulations. We have too many applicants who manifest more solicitude for increasing their income than for improving their schools. Furthermore, the State tax for education in North Carolina is very light, and a local tax is scarcely known. The schools will not become what they should be, till more liberal provision is made for them. Here, as elsewhere, it would be a great improvement if the policy of appointing politicians to the office of superintendent could be abandoned.

SOUTH CAROLINA.

From the Report of the Superintendent, made Dec. 1, 1875, we learn that the school population of the State is 239,264, and the school attendance 110,416. The average length of the schools is $4\frac{1}{2}$ months, supported at an expense of \$426,463. The unpaid balances reported as due from the State amount to \$282,925. The increase of the number of free schools over those of the last year is 227, and that of pupils 5,678; while the average length of the schools is half a month less.

The Report mentions as the chief obstacles to success "a want of qualified teachers, the inefficiency and unfitness of school officers, a lack of proper interest on the part of the people, and the inadequacy of means of support."

A State Normal School at Columbia has been in existence three years, for the current expenses of which \$10,000 were appropriated last year. This is a step in the

right direction. Better teachers and a more hearty interest in the schools of the State would contribute much to their improvement.

GEORGIA.

In the Report of the Superintendent for 1874, it was said : "There has been a decided advance in public sentiment in favor of public schools. Many who were opposed to the system have become friendly ; many others, who entertained grave doubts as to the policy of the system, have settled down into the conviction that it is the part of wisdom to give it a fair trial ; others who were and are still enemies oppose it with much less bitterness ; while the original friends of the cause are becoming every day strengthened in their favorable opinion, and are more earnest in its advocacy." This statement is more emphatically true now than it was when it was made.

Of the 125 pages of his Report, presented Jan. 12, 1876, 77 are taken up with a reprint of a series of articles in defence of public schools, published by him simultaneously in the leading public journals of the State. These articles, and those of Superintendent Ruffner of Virginia, which are reprinted in a pamphlet form, give all the information and furnish all the arguments that will be needed by the friends of education for a long time in the Southern States.

Of the progress of public schools in Georgia, the following statement of the number of pupils enrolled for the last few years gives gratifying evidence. In 1871 the number enrolled was 49,578 (in 1872 there were no public schools) ; in 1873, 83,677 ; in 1874, 135,541 ; in 1875, 156,394. For this last year, 14 counties had not reported when the statistics were made out.

The whole number of children of school age in the State

is 394,037. The available school money for the last year was \$435,319.

The Superintendent gives a full account of what we are doing in Georgia, introducing it in these words: "I take pleasure in again expressing the obligation of the people of Georgia to the Trustees of the Peabody Education Fund for substantial aid rendered to our public schools."

FLORIDA

Has not yet recovered from the embarrassments caused by the death of its former Superintendent. It is not easy for a new man, after a vacancy of some length of time, to learn the situation, and to take up and connect the threads of routine business that were broken off. If educational efforts are suspended, or even abated, for ever so short a period, no one from abroad can make up the deficiency. The present Superintendent speaks encouragingly in a recent letter, and says: "We are putting forth our best efforts, and successfully, too, in the cause;" and in another, of still later date, adds: "My forthcoming Report will show you that Florida is alive to the public school interest, and that all you can do in this direction is seed sown in good ground." If the people are united in their endeavors in behalf of education, there is no apparent reason why they should not be successful.

ALABAMA.

In the last Report of the Superintendent, the belief is expressed "that every person in the State within the school age has had the opportunity and privilege of attending the free public schools during the last year." It is further said "that of the total number of 406,270 persons within the school age 145,797 have been in the public schools." "The average cost of tuition for pupils of the white schools

has been \$3.09 for the term of 90 days, or $69\frac{2}{3}$ cents per school month; and that per pupil of the colored schools has been \$3.79 for the term of 83 days, or $91\frac{1}{2}$ cents per school month. It will be readily observed that the tuition of these pupils in private schools would have been about seven times more than it has been under our free-school system."

There are three State Normal Schools in Alabama, one for white pupils at Florence, and two for colored pupils, the one at Marion, and the other at Huntsville.

In referring to our contributions, the Superintendent says: "I think it proper that I should here make acknowledgment and record of the generous and judicious appropriations made by the Trustees of the Peabody Education Fund in aid of our public schools." I had written to him Aug. 2, 1875: "We aid those most who help themselves most. If the people do little, we do little: if they do nothing, we do nothing. Several States are doing nobly now, and we co-operate with them vigorously. It is best for all the States to be helped just when they are taking hold of the schools in good earnest. I cannot specify any amount for Alabama now: first, because I do not yet know definitely what that State and others will attempt this year; and, secondly, because I do not yet know what our income will be. I agree with you that a few good schools in central places will do more for the growth of the system than many poor ones. We are dropping large cities as fast as they are strong enough to go alone. You can diminish the sums to them *by degrees*, if you think best." Upon this letter, after quoting it, he remarks in his Report: "It will be observed that it is the cardinal object of the Trustees to make the Fund auxiliary to the establishment of good graded public schools. They have already greatly promoted this object by the timely donations to our city

schools; and now that those schools have for the most part been permanently established, and the superiority of the graded schools demonstrated, I shall recommend that the appropriations of this Fund hereafter be made to such of our smaller towns, or communities, as will take hold of the matter in earnest, and will assist the State in building up such schools; and that changes of the appropriations be made as fast as the schools in each locality are given a good start. This should be an incentive to our towns, especially, to co-operate heartily with the State in building up and sustaining a firm system of free public education."

The Report, as do those of other States, presents in a convincing light the deleterious effect of failing to appoint and duly to pay competent and energetic County Superintendents. It is clearly shown that much more public money is wasted on worthless schools than is saved in the salaries of the Superintendents,—that all the schools of a county may suffer in their most essential interests for want of intelligent supervision.

MISSISSIPPI.

As charges affecting the character of the State Superintendent were publicly made, I deemed that a sufficient reason for passing all moneys through other channels, without inquiring into the justness of those charges. He resigned his place several months ago, and his successor is already zealously at work. We have experienced no other inconvenience than that which is attendant on all such changes,—the necessity of explaining anew all the details of our system, and the loss of that skill which is acquired by experience.

From considerations of economy, the State Legislature has reduced the salaries of teachers, under the plea that

they should share with others the inconveniences of a depleted treasury. If the effect shall be to lower the grade of teachers, which ought rather to be elevated, the measure will undoubtedly be regretted. If, as we believe, it shall prove to be a mistake, future legislation will be likely to correct it. The people will in time be educated up to sound views of economy. Thus far in these Southern States every retrograde movement in school legislation has been followed by a reaction, resulting in decided progress.

Our arrangements for LOUISIANA have undergone no change during the year.

Though TEXAS had a new school law, which was amended as late as March, 1875, in September of the same year a constitutional convention was held, and a new constitution adopted. In it no provision is made for a State Superintendent. What legislative action may be taken under the new constitution remains to be seen. As at present advised, we are in a state of great uncertainty, and are deprived of the ordinary means of communication with the schools. In this state of things, no other course seems to be left us but to wait for further developments. Without the advice of any responsible person to guide us, it is not safe to enter into engagements with unknown parties. It has been our uniform practice to depend on nothing short of a personal examination by a well-accredited school officer. The State will hardly fail to provide some suitable medium of communication between us and the schools. I have not yet been able to ascertain the effect of the agency which we maintained in that State, during a part of the last year. From some unknown cause, the proper reports have not yet reached me. I am not able therefore to express any opinion of the present prospects of the State in regard to its public schools.

ARKANSAS.

There has been some favorable legislation in reference to schools within the past year, and there are signs of a reviving interest in education among the people. Some places that had abandoned their public schools have learned their mistake, and are now making the most strenuous exertions to re-establish them, on a firmer basis. The department of education seems now to be administered with great energy, and to meet with popular sympathy. The Superintendent says, in a letter dated July 6, 1876: "I think this State is arousing itself on the educational question, and I hope will show a degree of enterprise heretofore unknown."

TENNESSEE.

According to the last Report of the Superintendent, the number of children in the State between 6 and 18 years of age is 426,612. The number reported as enrolled in the schools is 199,058; but there are 17 counties which did not report the enrolment. Eight counties reported no schools. The expenditures for schools amounted in all to \$703,359.

The Normal University established by law, March 3, 1875, with temporary funds of \$12,000 per annum, including the Peabody donation, was formally opened by the State Board of Education at the capitol, Dec. 1, 1875, with Eben S. Stearns, LL.D., as President, assisted by a corps of teachers of the highest qualifications. The State Superintendent, speaking of this subject, remarks: "The provisional establishment of this University, under such favorable auspices, and with a beginning which gives assurance that it is appreciated by our citizens, should be a subject of earnest congratulation by all friends of popular education."

Addressing himself to the Governor, he adds: "I do not hesitate to invoke, through your Excellency, the favorable and fostering care of the General Assembly to this first effort to establish popular education in our State, upon such a firm and substantial basis as may elevate it to the highest standard of efficiency and excellence which it has attained in the most civilized States and nations of the globe."

The Superintendent, for whom we have provided a clerk to act in his absence, has travelled extensively in different counties, delivering addresses, and holding Teachers' Institutes, with the design of awaking a greater interest in education, and of improving the character of the schools. The necessity of such a kind of service is greater in States in which a public system of education is new than in those which have had a long experience. The public press has given favorable accounts of these meetings.

WEST VIRGINIA

Has manifested a commendable vigor in carrying on its schools. The *people* have taken an interest in the work, and supplemented the State money somewhat liberally. There are five State Normal schools, which are said to be doing good service. It is to be regretted that the policy of the government in regard to their support has been somewhat vacillating.

Our contributions for the year ending July, 1876, are as follows: —

VIRGINIA.

Staunton	\$2,000	Danville	\$400
Winchester	1,500	Tazewell	300
Norfolk	1,500	Falls Church	300
Alexandria	1,000	Bridgewater	300
Portsmouth	1,000	Chingoteage	300
Teachers' Institutes	1,000	Berryville	300
Manchester	800	Blacksburg	300
Richmond Normal School (colored)	800	Culpeper	300
Hampton Normal School (colored)	800	Churchville	300
Fredericksburg	750	Fincastle	300
Lexington	750	Waynesboro'	300
Warrenton	600	Asbury	300
Wytheville	600	Midlothian	300
Salem	500	Journal of Education	200
Christiansburg	450	Liberty (colored)	150
Charlottesville	450	Edinburg	100
Liberty	450	Strassburg	100
Woodstock	450	Floyd Court House	100
			\$20,050

NORTH CAROLINA.

Wilmington, for 2 years . . .	\$2,000	Smithfield	\$300
Newbern	1,000	Smyrna	300
Warrenton	750	Dysartville	300
Greensboro'	750	Nebo	300
Agency for North Carolina	500	Hillsboro'	300
Fayetteville (colored) . . .	450	Journal of Education	200
Charlotte, " . . .	450	Teachers' Institutes	100
Tarboro', " . . .	300		
Raleigh, " . . .	300		\$8,300

SOUTH CAROLINA.

Columbia	\$2,000	Walhalla	\$450
Sumpter	600	Aiken	300
Camden	600	Beaufort	100
Greenville (colored) . . .	500		
Yorkville , " . . .	450		\$5,000

GEORGIA.

Atlanta	\$2,000	Teachers' Institute	\$100
Agency for Georgia . . .	1,500	956th Military District . . .	300
Macon	1,000	Brown Institute	300
Columbus	600	Cedar Town	300
Brunswick	600	Liberty County (colored) . .	300
Dahlonega	450	Laurel Hill	300
Atlanta Normal School (colored)	300		
1138th Military District .	300		
Journal of Education . .	200		
			\$8,550

NOTE.—The last five were paid this year for last year.

FLORIDA.

St. Augustine	\$1,200	Hawkins	\$300*
Tallahassee	1,200*		
Key West	1,000		\$3,700

ALABAMA.

Montgomery	\$2,000	Roanoke	\$300
Selma	1,500	Wetempka	300
Huntsville	1,000		
Birmingham	700		\$5,800

MISSISSIPPI.

Jackson	\$2,000	Grenada	\$600
Vicksburg	2,000	Senatobia	450
Water Valley	1,200	Greeneville, No. 2	450
Yazoo City	1,200	, No. I	300
Summit	1,000	Summit (colored)	300
Langston	800	Madison	300
Kosciusko	600		
Canton	600		
			\$11,800

LOUISIANA.

New Orleans Peabody Normal Seminary	\$2,000
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* These sums were conditionally promised after the income of the year had been appropriated, on the supposition that some of the schools might fail.

TEXAS.

New Braunfels	\$800	Gatesville	\$300
Fredericksburg	750	Harrison County	300
Denison	600	Harmony	300
Belton	600		<hr/>
Marshall	450		\$4,550
Gonzales	450		

ARKANSAS.*

Little Rock		\$2,000
Van Buren		800
		<hr/> \$2,800

TENNESSEE.

Normal School	\$6,000	Watkins Seminary	\$200
Agency for Tennessee	1,500	Unionville High School	200
Shelbyville	1,500	Masonic Institute, Johnson	
Teachers' Institutes	600	County	200
Memphis	500	Benton High School	200
Clarksville	500	Caney Branch	200
Brownsville	400	Limestone	200
Paris	200	Mossy Creek	200
Obion College	200	New Providence Institute	200
Pinson High School	200	Maryville	200
Sequatchie College	200	Powell's Station	200
Fulton Academy	200	Cane Creek Academy	200
Hopkins High School	200		<hr/>
Nourse Seminary	200		\$14,600

WEST VIRGINIA.

Fairmont	\$1,000	Ravenswood	\$300
Moundsville	1,000	Buffalo	300
Wellsburg	1,000	West Union (Doddridge Co.)	300
Grafton	800	," , (Preston Co.) .	300
Teachers' Institutes	800	Bethany	300
Weston	600	Pruntytown	300
Buckhannon	600	Elizabeth	300
Palatine	600	Cairo	300
New Cumberland	600	Newburg	300
Mannington	600	Journal of Education	200
Piedmont	600		<hr/>
Mason City	600		\$12,000
St. Mary's	300	Total amount,	\$99,150

* Most of the schools of this State were suspended last year, in consequence of unfortunate legislation.

Nearly all the schools enumerated above have been already paid : a few have not yet made the necessary returns.

Twenty-four cities to which we have, during some part of the period of eight years that have elapsed since we began the work of distribution, contributed the aggregate sum of \$135,000 have assumed the entire support of their schools. Of the ten large cities which received \$2,000 for one year at least, about half received that amount annually from two to six years ; the allowance of the other half was gradually reduced to \$1,500, to \$1,000, and in some cases to \$500.

More than two hundred village and country schools, which have for a longer or shorter period received each at the rate of \$300, \$450, or \$600 a year, are now maintained without our aid. Many of them would have been assisted a little longer, if the necessities of others had not been greater. A few, and but a few, to whose support we have contributed, have been discontinued. Thus our chief object, which has been to stimulate the people to support their own schools, has been substantially attained.

I must not close this Report without a reference to the bereavement with which we have again been visited. In the last few years we have often been called to lament the death of esteemed and highly valued associates ; but never with a keener sense of loss than in the decease of Hon. JOHN H. CLIFFORD, a gentleman whose elevated character, sound judgment, and genial manners, conspired to render him a public favorite as well as an invaluable friend.

B. SEARS,

General Agent.

STAUNTON, VA., Aug. 2, 1876.

Dr. SEARS also submitted, as an appendix to his Report, the following Instructions :—

INSTRUCTIONS TO STATE SUPERINTENDENTS.

IN your directions to subordinate school officers, you are requested to say that all applications for aid, and all letters and papers relating to the subject, are to be addressed to you, or through you to me ; that the blank forms prepared by you for this purpose, and containing our rules, must be used in all such applications ; that these must be indorsed by you, and accepted by me, in writing, before you are authorized to promise any aid ; and that finally a certificate, for which you are to furnish a blank form, must be given near the close of the school year, stating that the conditions of the engagement have been fulfilled. On receipt of this certificate, approved by you, payment will be made.

To aid you in carrying out these general directions, and those of our published "Circular," let me ask your attention to the following precautions : —

1. Make all your engagements with public school officers only.
2. Listen to no request that we should alter our terms.
3. Forward to me no application which you do not fully approve and indorse.
4. Assist no school which will cease to exist when we cease to help it.
5. Accept no private school which proposes to become a public school for the time being only.
6. Give the preference to good and efficient schools.
7. Let *all* your engagements be for the future, and make no promises for past services.
8. Always keep in view the improvement of the State system of public schools.
9. If it seem expedient, you can diminish, but not increase, the published rates of assistance.
10. Specify in every instance the amount you recommend to be given.
11. Different schools cannot be counted together to make up the requisite number. Different grades of the same school may be counted together.

12. Money appropriated to one school cannot be given to any other school; nor can money that is forfeited be transferred. It must remain unpaid.

13. All engagements authorized by me should be made in writing. Oral promises and reported conversations between you and the applicants cannot be recognized. They only lead to misunderstandings.

14. No school officer is to charge a commission for receiving and paying out money from the Peabody Fund. If the treasurer of a school board demands a certain per cent for what passes through his hands, the money can be paid to the chairman.

B. SEARS,
General Agent.

STAUNTON, VA., Aug. 2, 1876.

After some discussion, it was

Ordered, That the further consideration of the Report be deferred until the following day.

On motion of General TAYLOR, it was

Voted, That a communication from the Governor of Tennessee, asking special aid for the Normal School of the city of Nashville, be referred to the Executive Committee.

On motion of General TAYLOR, the Board adjourned to meet at eleven o'clock the next morning.

FRIDAY, Aug. 4, 1876.

The Board met at 11 A.M.

There were present: the Chairman, and Messrs. BARNES, EVARTS, JACKSON, RIGGS, RUSSELL, STUART, TAYLOR, WAITE, WATSON, WETMORE, WHIPPLE, and the General Agent.

The consideration of the General Agent's Report was resumed. In answer to inquiries, Dr. SEARS gave full explanations of the course which had been pursued, and of the results which had been accomplished. An earnest desire was manifested by the Board that measures should be taken for bringing TEXAS within the field of our operations, and for stimulating a stronger interest in education in that great and prosperous State.

On motion of Bishop WHIPPLE, seconded by Chief-Justice WAITE, the Report of the General Agent was unanimously accepted, and ordered to be printed under his direction.

On motion of Mr. EVARTS, a communication from Rev. Mr. Blake of Wilmington, N.C., was referred to the Executive Committee, with full power to act.

The matter of the default of Mr. Poole, State Superintendent of North Carolina, was also referred with full power to the Executive Committee.

Mr. RIGGS, from the Committee on Finance, reported the following vote, which was adopted:—

Voted, That the action of the Finance Committee, authorizing the Treasurer to instruct the Fidelity Insur-

ance Trust and Safe Deposit Company to forward the following securities, to be exchanged and funded with the past due interest thereon, which exchange and funding have been duly effected,—namely, of the State of Louisiana 6 per cent Bonds (being of the State and those issued to various Railroads), amounting to \$19,000, on the terms proposed by the State, into State of Louisiana Consolidated 7 per cent Bonds, making with the purchase (to adjust a fractional surplus) of a Bond of \$100—\$11,900; and of the City of Mobile 5 per cent Bonds, amounting to \$34,300, on the terms proposed by the Commissioners appointed by the State of Alabama, into City of Mobile 6 per cent Bonds, making \$30,000, and a Fundable Scrip Certificate of \$250.45, for which new securities the Treasurer holds the Fidelity Insurance Trust and Safe Deposit Company's Receipts and the Scrip Certificate,—be hereby approved and confirmed.

Chief-Justice WAITE, from the Committee to whom was referred the default of interest by the Columbus, Chicago, and Indiana Central Railroad Company, presented the following Report, which was accepted:

The Committee to whom was referred at the last meeting of the Board, held at New York, Oct. 7, 1875, the subject of the default in payment of interest by the Columbus, Chicago, and Indiana Central Railroad Company, have to report:—

That an agreement of the Consolidated First Mortgage Bondholders of said Railroad Company, dated Nov. 5, 1875, has been substituted for that dated Feb. 23, 1875, which substituted Agreement received our assent and the signature (Dec. 17, 1875) of the Treasurer on our behalf.

That we authorized the Treasurer to have the bonds of the said Railroad Company, held by the Trust amounting to \$90,000, transferred from the Fidelity Insurance Trust and Safe Deposit Company, Philadelphia, to the Union Trust Company, New York, which was accordingly done; and he now holds the receipts of the latter company for the same.

That no definite result has yet been obtained by the Committee of the Bondholders.

M. R. WAITE.
AEX. H. H. STUART
GEO. W. RIGGS.
SAM'L WETMORE.

The subject of default in interest on the State Bonds of Alabama was referred to the Finance Committee.

The Treasurer presented his Report, and it was

Ordered, That it be referred to Mr. RIGGS and Mr. WATSON.

Mr. RIGGS and Mr. WATSON were also appointed to audit the accounts of the General Agent.

On motion of Chief-Justice WAITE, it was unanimously

Voted, That it be a By-Law of this Board that the Annual Meeting be hereafter held on the first Wednesday of October in the city of New York.

On motion of General TAYLOR, it was

Voted, To adjourn to 12 o'clock noon of the next day.

SATURDAY, August 5, 1876.

The Board met at 12 o'clock.

Present: the Chairman, with Messrs. BARNES, EVARTS, JACKSON, RIGGS, RUSSELL, STUART, TAYLOR, WAITE, WATSON, WETMORE, WHIPPLE, and the General Agent.

Mr. RIGGS, from the Committee appointed to audit the accounts of the Treasurer and of the General Agent, reported that they had examined the same, and found them correct.

Hon. A. H. H. STUART, from the Committee to whom was referred that portion of the Chairman's Address relating to the death of Governor Clifford, reported as follows:—

The Committee, to whom was referred so much of the Introductory Address of the President as relates to the death of Governor John H. Clifford, respectfully report the following Resolutions:—

Resolved, That we have heard with profound sorrow of the death, since our last Annual Meeting, of Hon. John H. Clifford, one of the original trustees appointed by Mr. GEORGE PEABODY to superintend the administration of his munificent donations to the cause of education in the Southern States. We feel that in the death of Governor Clifford we have lost the services and co-operation of one of the most useful, zealous, and efficient members of our body, and that we have been deprived of the society of a gentleman whose eminent talents, liberal attainments, dignified and affable manners, and genial temper, were sources of constant pleasure to all who had the good fortune to be thrown into intimate association with him.

As Legislator, Attorney-General, and Governor of Massachusetts, he gave abundant evidence of his wisdom, legal and administrative ability, and enlightened patriotism. As a sagacious, energetic, and public-spirited citizen, he contributed largely to the development of the material interests of his native State; and in his private life there was a continual exhibition of those manly virtues and attractive graces which dignify and adorn the character of the Christian gentleman.

His seat at our Board has been left vacant. The places that have known him will know him no more. He has gone to enjoy the reward of a well-spent life. All that is left to us is the memory of his talents, his eminent public services, and his many virtues. We bow with humble resignation to the will of Him in whose hands are the issues of life and death; and with sorrowful hearts we now desire to inscribe on our Records this imperfect tribute of reverence and affection for the memory of our deceased associate and friend.

Resolved, That the Secretary of this Board be instructed to transmit to the family of the deceased a copy of the foregoing Resolutions, with the assurance of the heartfelt sympathy of all its members with them in their sore bereavement.

Mr. STUART, in support of these Resolutions, made the following remarks:—

MR. PRESIDENT,—I cannot allow the present occasion to pass without saying a word in favor of the Resolutions, which have been reported.

It is true that I did not enjoy the pleasure which you have had of a long and intimate acquaintance with our deceased friend. Although I had for many years been

familiar with his reputation as a public man, I did not have the good fortune to meet him personally until the summer of 1872, when our Board convened in the city of Boston. I cannot pretend, therefore, to portray those nicer shades of his intellectual and moral nature, which would not be thoroughly understood and appreciated, except after long and familiar intercourse with him. I can speak only of the more prominent and salient points of his character, which addressed themselves to the observation of a comparative stranger.

It requires no effort of memory, on our part, to recall his manly figure and noble face. They are indelibly imprinted on our minds and hearts. Nature had so moulded his form and features as to give the world assurance of his admirable character. There was a quiet dignity and grace in every movement, and his countenance beamed with intelligence and benignity.

It has so chanced that I have been brought into association with most of the distinguished men of our country for many years past; and I take pleasure in saying that not one of them impressed me more favorably than Governor Clifford. On my return to Virginia, I said to my friends that I felt fully compensated for all the fatigue of my journey by the opportunity which it afforded of making his acquaintance. Farther association confirmed all my favorable impressions. To a mind of great power, he united a heart which throbbed with generous impulses, and a happy facility of expression, which gave a peculiar charm to his conversation. There was a frankness in his bearing and a genial urbanity about him, which at once commended confidence and inspired good-will. Every one who approached him felt attracted by a species of personal magnetism, which was irresistible.

When last autumn, in New York, I was urging that

the present session of our Board should be held here, in the mountains of Virginia, one of the great pleasures which I anticipated was the opportunity which it would present of introducing Governor Clifford to my Virginia friends. I felt sure that they would share my favorable regard for him, and thus a new link of fraternity would be added to the chain of memories which unite Massachusetts and Virginia. But it has pleased an All-wise Providence to ordain that it should be otherwise ; and all that I can now do is, on behalf of the people of Virginia and of the South, to tender to Massachusetts the assurance of their profound sympathy in the loss which she has sustained in the untimely death of her distinguished son !

General TAYLOR and Mr. EVARTS also addressed the Board in support of the Resolutions, and in warm eulogy of Governor Clifford ; and the Resolutions were unanimously adopted, all the members rising.

On motion of Chief-Justice WAITE, the Board proceeded to elect a member to fill the vacancy caused by the death of Governor Clifford ; and THEODORE LYMAN, Esq., of Massachusetts, was unanimously elected.

On motion of Mr. EVARTS, it was

Resolved, That the Chairman be requested to devise a testimonial Medal to be distributed as an incentive to proficiency in qualifications for teaching among the pupils of the Normal Schools which shall be approved by this Board, and in connection with the Treasurer to have such Medal struck.

Resolved, That it be left to the Executive Committee and the General Agent to arrange a plan for the distribution of these medals in such manner as will best promote the object of the Board in stimulating the efficiency of the Normal Schools.

The Chairman announced the Executive and Finance Committees for the ensuing year as follows:—

Executive Committee, — Hon. WILLIAM AIKEN, Hon. W. M. EVARTS, Hon. A. H. H. STUART, Hon. S. WATSON, Gen. BARNES, with the Chairman, *ex officio*.

Finance Committee. — Hon. HAMILTON FISH, Chief-Justice WAITE, GEORGE W. RIGGS, Esq., Hon. W. M. EVARTS, THEODORE LYMAN, Esq., with the Treasurer, *ex officio*.

On motion of Mr. RIGGS,

Voted, That when any of the securities now held by the Treasurer be paid, he be, and is hereby, authorized and instructed to reinvest the proceeds in bonds of the United States, at his discretion.

Mr. EVARTS, from the Executive Committee, reported:—

That the loss of \$700, by the default of the North Carolina State Superintendent of Education, should be borne by the Board.

That the subject of the application of Rev. Mr. Blake be left to the Executive Committee and the General Agent.

That the special appropriation of \$3,000 for the Normal School of the city of Nashville, asked by the Governor of Tennessee and others, should be granted.

On motion of Chief-Justice WAITE, the Report was accepted.

On motion of General TAYLOR, the Board then adjourned without day.

GEORGE PEABODY RUSSELL,
Secretary.

FIFTEENTH MEETING OF THE TRUSTEES.

FIFTH AVENUE HOTEL, NEW YORK,
Wednesday, Oct. 3, 1877.

The Board met at 11 A.M.

There were present: Mr. ROBERT C. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, EVARTS, RIGGS, WETMORE, STUART, TAYLOR, BARNES, WAITE, JACKSON, and LYMAN, and the General Agent, Dr. SEARS.

In the absence of Mr. RUSSELL, Mr. LYMAN was chosen Secretary *pro tem.*

The Chairman addressed the Board as follows:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY
EDUCATION FUND:

The day and the place of our Annual Meetings were fixed by the By-Law proposed by Chief Justice Waite, and unanimously adopted by the Board, at the White Sulphur Springs in Virginia, last year. Agreeably to that By-Law, we meet on this first Wednesday of October, in the city of New York, to receive the Report of our General Agent, to examine our Treasurer's accounts, and to shape our policy and make our appropriations for the year to come.

The first Wednesday of October has happened to fall this year on the third day of the month, and our meeting has thus assumed something of an Anniversary character, — in my own thoughts, certainly, if not in those of others,

to whom the circumstances are less familiar. To some of the Board they are, perhaps, wholly new.

I cannot forget that it was on the same day of the same month, eleven years ago,—the 3d of October, 1866,—that our illustrious founder, Mr. Peabody, came to spend a few days with me, at my summer residence in Brookline, Massachusetts, to communicate to me confidentially the great American benefactions which he was proposing to bestow, and to consult and advise with me in regard to the arrangement and organization of this, the greatest and noblest of them all. I recall him, at this moment, seated in my own hall, under a portrait, as it happened, of our world-renowned philanthropist, as well as philosopher, diplomatist, and statesman,—Benjamin Franklin,—taking from his capacious wallet a budget big enough for a chancellor of the Exchequer or a chairman of the Committee of Ways and Means, and reading to me privately that long schedule of appropriations for Education, Science, and Charity, which soon afterwards delighted and thrilled the whole community. “And now I come to the last,” said he, as he drew forth yet another roll with a trembling hand. “You may be surprised when you learn precisely what it is; but it is the one nearest my heart, and the one for which I shall do the most, now and hereafter.” And he then proceeded to read the crude sketch of that endowment for Southern Education of which we are the Trustees, and of which the formal instrument bears date, Feb. 7, 1867.

I dare not attempt to describe the emotions of astonishment and admiration with which I listened to his declaration of a purpose to devote successive millions of his money to the children in those Southern States which had just been impoverished and desolated by the war. I am not ashamed to say that a sense of the sublime in action was never more forcibly brought home to my heart.

I would not willingly have this picture lost from the history of our Trust, and I know not where it could more appropriately be preserved than in these introductory remarks on this anniversary of the occurrence. It was the earliest signal manifestation of a spirit of reconciliation towards those from whom we had been so unhappily alienated, and against whom we, of the North, had been so recently arrayed in arms. I may not forget that it came from a man born in Massachusetts, and who sought and secured, first of all, the sympathy and co-operation of Massachusetts men, in carrying out his munificent design.

And now, as we witness and realize to-day the change which has come over the spirit of the people in all quarters of the land,—as we exult in the renewed harmony of North and South, and in the restored and reassured unity of the Nation,—we may well be allowed to remember how largely the organization of this little Board and the noble spirit of its founder were concerned in initiating that “era of good feeling” which is so auspicious of the future welfare of our whole country. We may well be allowed to remember that the very earliest amicable consultations of leading men of Virginia and Louisiana, of North Carolina and South Carolina and Maryland, with those of New York, Pennsylvania, and Massachusetts, for devising means to build up again the waste places which the war had left behind it, and to institute measures for the moral reconstruction of the desolated States, was when this Board assembled for the first time in a little upper chamber of Willard’s Hotel, at Washington; and having inaugurated its proceedings with prayer by our lamented associate, Bishop McIlvaine, received its credentials and its Trust Securities from the hands of George Peabody himself.

With his memory, therefore, and with the memory of that particular scene in his life, must always be associated

the dawn of that restoration of national concord which, we thank God, seems now approaching its meridian, if, indeed, it has not already reached its culmination.

Ten years were completed on the 28th of May last, since our Board at a special meeting in this city, convened for the purpose, received and accepted the Act of Incorporation which had been granted to us, at our request, by the State of New York. With the adoption of that Act our work may be fairly held to have commenced; and I am glad to say that the report of our General Agent to-day will furnish us with a summary view of all that has been attempted, and all that has been accomplished, during this first decennial period of our existence. You will learn from that report, which I have been privileged to see in advance, that, while rigidly adhering to our original policy of not encroaching on the principal sum entrusted to us, we have been able during this period to appropriate from our income little less than a million of dollars towards the encouragement and support of education in the various States to which our work was limited by Mr. Peabody. And, as almost all our contributions have been conditioned on the appropriation of much larger sums by those who have been aided, it would be safe to say that the action of this Board has involved an expenditure of at least ten millions of dollars in the cause of Southern education during the past ten years.

But no mere pecuniary tables or estimates will afford any adequate impression of what has been accomplished by the judicious efforts and devoted energy of our General Agent. The service which he has rendered by correspondence and by personal visits and addresses in the various States within the sphere of our Trust,—bringing his accomplishments, and his invaluable experience in the work of teaching, directly to bear upon the Schools and School Boards, upon the Superintendents of Education and upon the Legis-

latures of these States,—has far outweighed in value and importance any contributions he has been empowered to communicate from our treasury. The one thing needful for these States, under the changed social condition resulting from the War, was an enlightened public opinion on the subject of education, and a deeper impression of the essential importance of Free Schools for their whole population, under regulations of their own establishment, together with examples of such schools of the highest character, and of Normal Schools for the training of Teachers.

I think it will abundantly appear from the Report which will presently be submitted to you that such examples of the best sort have been established, and that such a public opinion has been created in many of the States, if not quite yet in all. The visit of Dr. Sears to Texas during the last winter, agreeably to the instructions of the Board, was welcomed in many parts of that great and powerful State, and there is every reason for hoping that the interest which it awakened will not be without important results. This visit to Texas having been accomplished, we may feel that no portion of the field assigned to us has failed to receive the attention of our General Agent, or to recognize the beneficent influence of the Trust committed to us.

You will not have forgotten, Gentlemen, that, on motion of Mr. Evarts, at our last annual meeting, I was requested to have designed and executed "a testimonial Medal to be distributed as an incentive to proficiency in qualifications for teaching among the pupils of the Normal Schools, which shall be approved by this Board." I was at first in hope that the National Gold Medal presented by Congress to Mr. Peabody himself, in the name of the People of the United States, might furnish a design suitable to our purposes. But that Medal was too elaborate a work of art to

be multiplied or copied, and must for ever remain, in its cabinet at Mr. Peabody's birthplace, as unique as the benefactions which it commemorates. The Medal which I now submit to you, in bronze and in silver, is of a simpler character, and fitter to be included in a series of historical medals. It has been struck at the United States Mint from dies executed by an experienced artist. The profile head on its front was copied under my own supervision from the admirable bust by Hiram Powers, now in the possession of the Massachusetts Historical Society, and which has always been considered the best likeness of Mr. Peabody in existence. The legend, on the reverse, was from Mr. Peabody's own lips or pen, on the occasion of his earliest gift to the cause of Education. You have already authorized the distribution of these Medals to those to whom they may be awarded by our General Agent under the direction of the Executive Committee, and that course will be pursued until the further orders of the Board.

Nothing remains for me, Gentlemen, except to express the sincere regret we all feel at again finding a vacant place at our Board. The Honorable Samuel Watson died at Nashville, soon after his return home from our last Annual Meeting. He was the earliest of our elected members, having been chosen a Trustee in 1869, on the death of our lamented associate, the Honorable William C. Rives, of Virginia. Though a New Englander by birth and education, Mr. Watson had long been a citizen of Tennessee, and had been prominently associated with important institutions of that State. He had been particularly active and zealous in the cause of education, and to his efforts we owe not a little of the success of the Free School system in that quarter of the country. He was a most earnest and devoted co-operator with our General Agent, and no

member of the Board has been more serviceable to the work in which we are associated. It is due to the memory of so worthy—and, I may add, so modest and unassuming—a man, that, before filling his place, as Mr. Peabody's Trust Letter requires us to do, we should put on our records some formal expression of our respect for his character and of our gratitude for his services.

The Secretary *pro tem.* read the record of last year.

On motion of General TAYLOR, so much of the Chairman's Address as related to the death of Mr. WATSON was referred to a Committee, consisting of Messrs. JACKSON, WAITE, and RIGGS.

The Chairman presented specimens of the Medal ordered last year, and the design was, on the motion of Mr. FISH, accepted.

The General Agent read his Report:—

ELEVENTH REPORT OF THE GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—The close of a decennial period offers a fitting occasion for reviewing our work, and comparing the present state of popular education in the Southern States with what it was when this Board entered upon the duties of their trust. It will appear that, during this interval, a great change has taken place, both in the sentiments and the action of the people. The result is, indeed, not attributable to any one cause. Time and circumstances have contributed much to its accomplishment. The altered condition of the entire population has forced upon

the attention of thoughtful men questions of great moment, of which that relating to the education of the children of the State is not the least. It made no difference whether the new order of things was viewed with satisfaction or regret. The irrevocable change had come over the whole people. Such a remodelling of the framework of society must necessarily result in innumerable changes in every department of life.

This is obvious to all in respect to the civil relations of the constituent members of society, and is scarcely less so in regard to religious concerns. But the change is just as great in modes of business, in all branches of industry. Both the employer and the laborer find themselves in new circumstances. The one must often perform with his own hands what he once employed others to do; the other, in order to provide for himself, is obliged to acquire skill in his occupation, and foresight in the management of his affairs. The inevitable tendency is to create a numerous, substantial, and influential middle class, such as has never existed here before.

There are two points on which men of reflection — the natural guides of public sentiment — are agreed: first, that such a development of the resources of the State as shall enable it to repair its losses, and rise to its proper level, can never be effected by an ignorant and debased population; secondly, that one-third of the people, however intelligent, cannot, under our present Constitution and laws, without great peril, rely on their power to control the remaining two-thirds, colored and white, who are equally sunken in the depths of ignorance. Influenced by these and other similar considerations, men of large views and wise forecast in all the Southern States have endeavored to meet the emergency by inaugurating a general system of education. In no other way did they be-

lieve they could solve the problem, still unhappily before them, of "reconciling liberty with order."

It is true the number of such men, at first, was not very great. The majority of the people were ignorant of the nature and operation of free schools. Not a few had prejudices against them which could not be easily overcome. It was an arduous undertaking to turn the current of public feeling and opinion into new channels, and to persuade the prejudiced, the doubtful, and the indifferent to enter upon a new line of action in a matter of such moment; beset, too, with so many difficulties. Though in principle every thing was plain to the minds of the leaders in this great movement, in practice they painfully felt their deficiency. Without any experience, or even observation of the operation of public schools, they were obliged to feel their way cautiously in trying the experiment, and to expose themselves to occasional mistakes. So long as the schools were of an inferior character prejudices could not be overcome by argument; examples of success, which all could see, were indispensably necessary. Until the people could by these and similar means be so far enlightened as to be ready to acquiesce in legislation for the establishment of an efficient system of free schools, their representatives would hardly venture upon so bold an experiment. Even after these steps had been taken, and both the people and their representatives were ready to act in the matter, one of the greatest difficulties still remained,—that of providing the necessary funds during a period of unprecedented financial depression. A beginning was made under the most unfavorable circumstances. For want of adequate support the schools could not be continued longer than three or four months. Inexperienced men in all the districts must be trusted to inaugurate the system; unqualified teachers, employed for a time, for want of better; and

unsuitable buildings occupied till new ones could be erected. These imperfect beginnings were, in many cases, so far below the theory set forth, that those who were unfriendly took advantage of the circumstance, and ostentatiously exhibited all the sins of omission and commission in the management of the public schools as evidence that they were not adapted to the condition and wants of the Southern people, and that the State, under the lead of fanatical reformers, had been betrayed into a mistaken policy.

Under these discouraging circumstances the aid, counsel, and encouragement offered by the Trustees of the Peabody Fund through their Agent were cordially welcomed, and arrangements were immediately made for concerted action with the State authorities. Effectual relief was furnished wherever the necessities of the people and the prospects of usefulness were greatest. During the struggle of the schools of a State for existence, our forces, to use a military phrase, were massed on those points where success or failure would determine the issue. By furnishing means to support schools which should command universal respect; by conferring with teachers and superintendents in State and county associations; by visiting and addressing legislative bodies; by supporting agents nominated by State associations, and by public school officers to go before the people and to explain the grounds and methods of education; by paying the expense of State Teachers' Institutes; by rendering assistance to Normal Schools; by contributing funds to support Journals of Education; by assisting committees in organizing their schools, and by co-operating in every feasible way with the States and their public functionaries for the improvement of the schools,—the dispensers of this great charity have performed a service which has been amply appreciated and acknowledged by the heads of the Department of Educa-

tion in every State.¹ But the diversity of laws and of action in carrying them into effect in the several States is so great that it will be necessary to consider them separately.

VIRGINIA.

Before the late war there were here no public free schools in the proper sense of the term. There was indeed a law which provided for paying the tuition of poor children ; but, as it fixed a certain stigma upon those who availed themselves of it, the number of such was not large, and the end in view was not sufficiently attained to justify the means. The Governor of the State in his message of 1849 declared it to be "a costly and delusive nullity." For a period of three years we were obliged to limit our efforts to schools that received no aid from the State. The Convention to frame a new Constitution met Dec. 3, 1867, and adopted one which required the gradual introduction of a uniform system of free schools, which was to be complete by the year 1876. But no action was taken on the subject till 1870. In that year, on the 28th of March, the General Assembly appointed a very able Superintendent of Public Instruction, who immediately performed the duty imposed upon him, and reported a plan of instruction which, with some modifications, became a law in July of the same year. No time was lost in putting it in execution. A State Board of Education was formed, and more than a thousand officers commissioned before the end of the year. The first schools were opened about the middle of November, 1870. From the Report of 1871 we learn that, out of 411,104 children, 130,469 had attended the public schools, and 27,372, private schools. The number of the latter the year preceding was 50,775. At first there were no avail-

¹ See Appendix.

able State funds. Existing private schools were therefore converted into public schools, and maintained either by a local tax or by subscription. During the second year, ending Aug. 31, 1872, the number of pupils in the public schools was 166,377, while that of pupils in private elementary schools was reduced to 10,182. The average cost of tuition in the public schools, for each pupil, was only 70 cents a month. The aggregate cost for all current expenses of the public schools was \$816,812. In 1873, the attendance was 160,859, a little less than the year before; the cost for teachers' wages was \$625,900; and that for all current expenses, \$814,494. The next year, 1874, the number of pupils enrolled rose to 173,875; the amount of teachers' wages was \$698,246; and the whole expense for carrying on the schools, \$873,145. This year was marked by decided progress in other respects. For the year ending July 31, 1875, the number of pupils was 184,488; the amount of teachers' wages, \$726,300; and the total cost for all current expenses, \$924,118. In 1876, the number of children of school-age was 482,789; the number in school, 200,067; the amount of teachers' salaries, \$783,025; and the whole cost for all current expenses, \$985,658.

During the five years ending July 31, 1876, about \$625,000 was expended for permanent improvements, in addition to the amount expended for current expenses.

The third element in public education which cannot, like the first two, be represented by figures, but which lends to the others their chief value, is the quality of the instruction given. By a judicious selection of county superintendents and teachers, by a careful supervision of the schools, and by means of Teachers' Institutes which have been held with the happiest results from year to year, the character of the public schools has been materially elevated. The measures thus taken for securing better teaching have

proved very effective in winning popular favor for the schools. It has become quite evident that Virginia has not only settled her policy in regard to education, but entered upon a career of progress, which, in the next generation, will show its beneficent results in no ambiguous way.

NORTH CAROLINA.

There had been a very tolerable State system of free schools for white children, dating back as far as 1840, for which preliminary measures had been taken much earlier; but it was entirely destroyed by the war. When we proffered aid to the State there was no organization with which we could act,—nothing but a few languishing private schools. No general interest was manifested in furnishing the means of education. One or two schools existed in Wilmington, supported by benevolent societies in Boston. With these, and a few others, we made such a beginning as we could, in 1868. The Constitution adopted that year made provision for education; but no school law was passed till April 10, 1869; and the constitutionality of this law was so disputed on some points, and its provisions were so conflicting on others, that it was nothing but a dead letter. This result seemed to be contemplated by many, if not by most persons, without regret. Certainly the theory of free schools was not in much favor. Consequently, the year 1870 opened with no very encouraging prospects. The General Assembly imposed no tax for schools, and I was advised by those in authority not to make any appropriations except in a few cities which had already taken action, so long as this state of apathy remained, but to wait till the people should show some sign of interest, and actually take measures to secure the benefit of the fund.

On the 14th of March, 1872, the law was changed and

somewhat improved ; but the power to tax themselves for schools was still withheld from the cities. When it had been in operation about six months, 50,681 out of 342,168 children of the State were reported as being in school, for whose instruction \$173,275 had been paid by the State. In 1873 I attended, by request, an educational convention held in Raleigh, and heard public statements from eminent men concerning the character of the schools, which were any thing but flattering. The number of children in the public schools that year was 146,737. In 1874, the reported school population was 369,960; the number of children enrolled in the public schools, 174,083 ; the total expenditure for schools, \$297,594.

The fact that under the Constitution school-boards might, if they were so disposed, introduce "mixed schools," together with what was regarded as gross maladministration, strengthened the prevailing prejudice against the system of public instruction, and the predilection for private schools. But in the Constitution adopted Jan. 1, 1877, the liability to have white and colored children placed together in the schoolroom, which is a consideration of great weight with the Southern people, was removed ; so that public schools are now fairly put upon their own merits. There can henceforth be little question of their perpetuity, for the tide of public opinion has very recently turned, and set so strongly in their favor that it will not be easy to resist it.

One of the evidences of this happy change is found in the establishment of two Normal Schools, one for each race. That for white teachers was attached to the State University, and, instead of being a college lecture-ship for the year, was, at my suggestion, held for a short term only during the summer vacation of the college and of the schools, and was open to all the teachers of both sexes

throughout the State. It was placed under a special corps of Normal teachers, and was attended by 226 members representing nearly all the counties. Our contribution of \$500, and one of equal amount from the Board of Education, were applied to reduce the expenses of the members, and all the rooms of the college were generously thrown open for their accommodation. An intelligent visitor, in publishing an account of the school, says: "We cannot help believing that the opening of the Normal School at the University last week inaugurated a movement, the beneficial results of which will continue to be felt for all time to come; in fact, we regard it as the actual dawn of a new, brighter, and better era in North Carolina. . . . No man who loves his State, and realizes how much its future depends upon better and increased educational facilities, can witness unmoved such convincing testimony that a right spirit is abroad throughout her borders, and that men everywhere are alive to her best interests." Other accounts from trustworthy sources confirm these statements.

SOUTH CAROLINA.

The early history of schools in this State is not unlike that of North Carolina. The school appropriation, made in 1811, giving preference to the poor, had so much of an eleemosynary character that few of the wealthier classes availed themselves of it; but in 1843 efforts were made to improve the education of the people, which in the course of time had some effect, especially in the city of Charleston. When the war came on the schools were disbanded.

In the month of March, 1868, several of the principal towns of South Carolina were visited, and proposals were made to assist them from the Peabody Fund in opening free schools. A more complete state of prostration as to all the means of education is rarely witnessed. Hence,

instead of asking for a little help and encouragement for the support of free schools, the people asked for charity in aid of private or benevolent institutions. So pressing were the claims upon the Fund for the relief of the distressed, that they could hardly be satisfied with the method of distribution adopted by your Board and heartily approved by the founder of the Trust. In the course of time, however, as your plans came to be more fully developed, there was a general acquiescence in the wisdom which dictated your rules and regulations. The fault which has since been found is not with the action of the Trustees, but with the mismanagement of the public school funds, which precluded to a great extent the benefit of your proffered aid. We have done what we could under the circumstances. From 1868 to the present time, we have assisted a few schools in different parts of the State, and are now seeking opportunities to increase our donations.

What has been accomplished by the State may be related in a few words. A provision for a Department of Education was made in the Constitution of 1868. But not till Feb. 16, 1870, did the Legislature pass an act for the support of schools; and even then the appropriation was inadequate. For two or three years public confidence was weakened by the failure of the State to make good its promises, by the unfitness or unfaithfulness of the school officers, and by the incompetency of teachers.

The school population, which in 1870 was estimated at 200,000, was in 1875 ascertained to be 239,264. The number of pupils in attendance, and the amounts from all sources paid for schools for a period of six years, were reported as follows:—

1870.	No. of pupils,	30,448;	expenditures,	\$100,735.
1871.	" "	66,056;	"	208,618.
1872.	" "	76,322;	"	420,919.

1873.	No. of pupils,	83,753;	expenditures,	\$455,317.
1874.	"	104,738;	"	470,249.
1875.	"	110,416;	"	434,165.

But it must not be supposed that the money appropriated was all promptly paid. It was stated by a public school officer, Oct. 31, 1872, that a whole year had passed, and not a dollar had been paid. Near the close of 1873 the Superintendent reports \$75,000 as still due from the State for 1871; \$209,185, for 1872; and \$29,714, for 1873. Two years later the first debt remained unpaid; the second was reduced to \$134,905, and the third paid; but a new one of \$23,553 contracted for 1874. This diversion of the school-funds to other purposes has greatly impeded the progress of common-school education in South Carolina.

The number of children attending the schools has indeed increased from year to year; and this is, so far, an encouraging circumstance. But the fact that the schools are of short duration, poorly taught, and poorly accommodated, and that less than a third of the children of proper age are attending them, shows how much remains to be done. Strenuous efforts are now made by the accomplished Superintendent and his associates and friends to secure the passage of a better law, to protect the school-fund, and to provide for the appointment of proper school officers and competent teachers; but with what success remains to be seen. There is evidently an honest purpose and an earnest endeavor to make the public schools worthy of the respect and the support of all good citizens. It should neither surprise nor discourage us if it shall require some little time to recover lost confidence. Some good private schools have existed for several years past.

GEORGIA.

Attempts to establish free schools in this State were made in 1845, and again in 1856, but with little success.

Our first offer of assistance was made late in 1867, and was, except in two or three places, received with indifference on account of the conditions, which required corresponding action on the part of the people. They did not fully accept the principle of free schools, and were not prepared to vote any money for their support. Hardly a year, however, had passed before several of the larger cities took a different view of the subject, and were eager to accept our proposal to aid them in supporting free schools. A new school law, under the present Constitution, was passed Oct. 13, 1870. It went into operation with fair prospects of success; but unfortunately the entire school-fund, amounting to \$327,083, was "unlawfully appropriated to other uses." A debt of \$300,000 was thus created by the schools in the several counties for teachers' services. During 1872 the schools were suspended. The funds thus saved were held in hand, and applied to the support of schools the following year. Under these discouraging circumstances, we continued to act on our former plan, without reference to State aid. The number of pupils taught in 1871 was 49,578,—a small number compared with the amount of money expended. In 1873 the amount paid by the State for schools was \$250,000, and the number of children in the schools, 83,677; in 1874 the amount paid was \$265,000 (which, says the Superintendent, was not sufficient to maintain the schools three months), and the number of pupils, 135,541; in 1875 the State paid \$291,319, and the attendance was 156,394; in 1876 the former amounted to \$290,000, and the latter to 179,405. The whole number of children of school-age in the State this last year was 394,037; and the county and city taxes, amounting to \$141,727, swelled the total amount to \$434,046.

Our efforts have not been seconded in Georgia as they

have been in some other States. It was therefore believed by the Superintendent, and other judicious men, that annual contributions, which served only to keep a given number of schools in existence, was not the most advantageous expenditure. The cause of this apathy may be traced partly to the prejudice of the people, and partly to their lack of information. A plan was therefore devised to grapple directly with the chief difficulty. Several able and influential men have been induced to act with the Superintendent in endeavoring to arouse the people to a juster sense of what they owe to their children; and we are awaiting with solicitude the results of their joint agency.

FLORIDA.

Here, as in other States, where neither law nor public sentiment required it, it was difficult at first to establish free schools. In a few places, in 1868, we succeeded in inducing the people to make the attempt. A year later, on the 30th of January, 1869, an Act establishing public schools was passed; but no adequate provision for the payment of teachers was made, and schools were not organized till late in autumn. They were soon closed by a new Act of the Legislature, passed at a special session, curtailing the appropriation, already too small, which had been previously made. Consequently, the School Boards could not fulfil their contracts with teachers.

The number enrolled in the schools during this short period, as reported May 1, 1870, was 7,500; while 60,369 of the children of the State were growing up in total ignorance. During the next year, ending Sept. 30, 1871, the number of children in school for a period of four months and a half was 14,000,—a little more than one-fifth of the whole. The amount paid for schools by the State was

\$59,146; that by the counties, \$41,768,—in all, \$100,914. In 1872 the attendance was increased by 2,528, and the funds, by \$34,562. The next year, 1873, the number of children in attendance was 16,258, and the expenditures, \$101,820. In 1874 the attendance was 21,196, and the amount paid, \$139,000; and, in 1875, the former rose to 32,371, and the latter to \$188,152.

There have been two serious drawbacks to the success of the public schools of Florida,—the frequent changes in the office of Superintendent, and the incompetence of teachers. Including the Secretary of State, who for a time acted in that capacity, there have been seven State Superintendents in about the same number of years. The majority of the schools are colored, and are mostly taught by colored teachers. "Of these," said the Secretary of State, while acting as Superintendent, "three out of every four are unfit for the place they occupy."

It is said by competent judges that the prospects of the public schools of Florida are now more encouraging than they have ever been before. In addition to the difficulties with which they have to contend, in common with those of all the States, may be mentioned the greater sparseness of the population and the large proportion of colored people who usually pay but a small part of the school tax.

ALABAMA.

In 1868 there were no free schools in the State; and our first appropriations there were made by special contract with citizens. The public school law passed Feb. 4, 1868, was so repugnant to the sentiments of the people that it could not be executed. It was but feebly sustained in 1869, on account of the continued indifference and even coldness to the schools which was quite general. The constitution of 1868 unfortunately clothed the Board of

Education with legislative powers. The effect was disastrous, inasmuch as the General Assembly, which was jealous of its authority, was almost constantly opposed to the measures of the Board, and did not fail to exercise its constitutional veto power.

The State appropriations were,—\$500,409 for 1870; \$581,389 for 1871; \$607,060 for 1872; \$522,810 for 1873; \$405,080 for 1874. But the funds were often used for other objects; and the State warrants, given to teachers instead of money, remained unpaid. In 1873 there was a delinquency of \$454,497; and nearly all the public schools, except those aided by the Peabody Fund, were suspended. The effect of the new Constitution of 1875 is to reduce the amount set apart for schools. The reduction amounts to \$213,546,—the difference between \$565,043 for the year 1875, and \$351,497 for 1876. This diminution of income from the State is regretted by the friends of education, and is indeed discouraging, if the public fund is their sole reliance; but there is a remedy in the power of local taxation, if the people are inclined to exercise it. The combination of these two methods, where it is practicable, is better than either alone. A voluntary tax by a county, town, or district, is the more cheerfully paid because it is expended at home, with little risk of fraud or extravagance. It has been said that a State tax is a safer reliance where the people do not properly appreciate the value of education. This theory does not work well in practice. Good schools cannot be maintained, even by a State, without the cordial sympathy and co-operation of the people. Wherever these are wanting, a State fund will prove inefficient and nearly worthless. It will, furthermore, be liable to be either squandered or used for other purposes.

The attendance has been as follows: 160,000 in 1870; 141,312 in 1871; 103,615 in 1872; 103,595 in 1873 (there

were no schools in 1874); 118,252 in 1875; 104,414 in 1876. The whole number of children in the State is 406,270.

MISSISSIPPI.

Much of what has been said of Alabama is applicable to this State. Few persons, in 1868, showed any particular interest in the general education of the people; and most of the friends of free schools thought it better to postpone action till the State should take some measures on the subject. We were obliged, therefore, to create an interest before we could give any assistance in establishing schools.

Not till June, 1870, was a school law passed under the new Constitution; and even after its passage there was so much delay in putting it in operation that little was accomplished during the remaining few months of the year. The census taken at that time showed that there were in the State 304,762 children of school age. The successive superintendents report the attendance as follows: 117,600 for 1871; 111,686 for 1872; 148,780 for 1873; 152,785 for 1874; 168,217 for 1875; and 166,204 for 1876. The expenditures were, in 1871, for salaries of teachers, \$624,233, for all purposes, \$869,766; in 1872, for salaries, \$584,537, for all purposes, \$1,136,987; in 1873, for all purposes, about the same as last year; in 1874, for salaries, \$737,549, for all purposes, \$842,603; in 1875, for salaries, \$856,950, for all purposes, \$1,040,600.

What is especially needed is the elevation of the character of the public schools, which, except in the larger cities, have by some men of education been pronounced a failure. Though this may be an exaggerated statement, or one that is true of certain places only, it is evident that, for some cause, too few of those who pay their taxes for schools

choose to rely on them for the education of their children. If the good example set by some of the cities could be followed by all, not only would it tend to remove prejudice, but would contribute much to the permanent improvement and prosperity of the State.

LOUISIANA.

Not long after the admission of this State to the Union, it gave some support to parish schools. The system was improved in 1833, and again in 1847; after which it was deemed an effective system, as long as parish superintendencies, in the hands of practical teachers, were maintained, under the general direction of Prof. Alex. Dimitry, the first State Superintendent, and his successors. When the war came on, its operations were interrupted, except within the City of New Orleans, in which an excellent system has been in operation, without interruption, since 1837. Under the Constitution of 1868, the General Assembly, March 16, 1870, passed an Act establishing free schools; and two hundred and thirty of them were put in operation towards the close of the year. There have been many serious hindrances to the progress of education in the State during the last seven years, principally owing to political causes. The chief obstruction was the enforcement of the Constitution and laws in regard to mixed schools.

In 1870, the sum of \$496,353 was paid for the instruction of 23,223 children,—less than one-tenth of the school population, which is 253,353. In 1871, \$531,834 were paid for 44,834, whose average attendance was only 20,587. In 1875, \$863,391 were paid for 74,846. This great expense does not include the cost of supervision, which was \$27,000 a year.

For several years we contributed funds to different schools in the State, through the Hon. R. M. Lusher, for-

mer Superintendent of public instruction ; but it was found difficult to make satisfactory arrangements with the men in power, and undesirable to carry on a class of schools distinct from those of the State. In these embarrassing circumstances, it was deemed expedient to confine our action to training teachers for future years in Normal Schools. The period for which we have been anxiously waiting has at length arrived. A new system of public instruction, more conformed to the feelings and habits of the people, is already introduced. Our local agent has been re-elected State Superintendent. The present prospect is that all classes of the people will unite in the work of education, and that there will be a pressing call on the Peabody Fund for assistance. Certainly, a large proportion of the children and youth of the present generation have been, for a period of seventeen years, growing up in a lamentable state of ignorance ; and the friends of civil order and good government cannot be too diligent or speedy in rescuing those now coming upon the stage from a similar fate.

TEXAS.

This State, from the very beginning, made liberal provision for education ; and, although over a million of dollars were withdrawn and used for military purposes during the war, it still has claims and lands sufficient, if properly husbanded, to educate every child in the State without resorting to a tax. The property held for a school fund has been estimated at \$30,000,000. The school law of 1870 was so impracticable that it was abandoned, and a new one was passed, and approved April 24, 1871 ; and, on the 4th of September of the same year, public free schools were opened for the first time in the history of Texas. They were put in operation in the midst of great opposi-

tion, and had a very active but short life during a period of fierce party strife. The number of pupils in 1871 was 63,504, and the expenditures were \$50,000. In 1872 the former were 115,000 out of 227,615, and the latter, \$1,342,794.

The originators of the system accelerated their movements by relying more on the authority of law than on the slower process of persuasion. If they did not go too far, they at least travelled too fast. As they appeared to have little confidence in the people, the people at length showed in turn that they had little confidence in them. The one party wielded the law to overcome public sentiment; the other wielded public sentiment to overthrow the law.

Complaints were made on both sides. On the one, it was alleged that there was unreasonable opposition; on the other, that there was an utter recklessness and extravagance in the expenditure of the public money. The opposition at length prevailed; and in 1873 the school law was so changed, that hardly a vestige of its former character remained. A marked difference of opinion still continued, some asserting that the public schools were virtually abolished; others, that the schools were preserved, and only the power to squander money was abolished. The immediate effect was undoubtedly adverse to the schools; but what was lost in 1873 was regained in 1874, when the attendance (including an estimate of the counties that did not report) rose to about 161,670; and the amount paid to teachers, to \$499.93. In 1875 the attendance was 184,705, and the salaries of teachers \$630,334; and the total expenditure for schools and public school officers, \$723,052. The present law is certainly very defective; but, with a few alterations, such as would probably meet with no great opposition, it might be made to operate tolerably well. The executive power is not now vested in a State

Superintendent, but in a Board of Education, consisting of State officers assisted by a clerk. But men who are already burdened with other public duties will do little beyond giving a formal and hurried attention to schools. The clerk, with no official position and with a small salary, cannot be expected to perform other than clerical service. This mistake, which was unfortunately made in the new Constitution, may be corrected in some measure by making the clerk also the chief executive officer, under the Board of Education, and by giving him a corresponding support.

Another serious impediment to the schools is the restriction of the tax to such narrow limits, except in incorporated cities, that schools cannot be continued sufficiently long to be of much value. The remedy for this lies in the future. So ample is the provision for a permanent school fund that, if what is due to it from the State shall be paid, and if the public lands set apart for purposes of education shall be advantageously disposed of, instead of being sacrificed to private interests and sold for a nominal amount, the fund itself will be adequate to the support of all the schools.

In the present attitude of affairs, we can effect nothing in the country districts. But in the cities, which by their charters can levy a local tax within certain limits, we have ample scope. Perhaps it would be expedient under any circumstances to direct our chief attention at first to the cities. Not only can we accomplish more there, and obtain at once a powerful moral support for the system, but can effectually do what is most of all needed, — present for imitation to all parts of the State examples of the most perfect organization and management of public schools. It should not be forgotten that in this new and distant State there is great want of knowledge on this subject. Except with a few teachers educated in Normal Schools in the Northwestern States, and emigrants from Germany, there is a

prevailing ignorance of the progress made in recent times in the processes of education. Now, if in the large cities which have never had free schools the best forms of organization and the best methods of instruction can be introduced, the whole State will look to them as models ; and, besides, a good supply of young teachers will be furnished, who will carry their newly acquired skill ultimately to all the remoter districts. Something more is needed than the multiplication of such schools as now exist in the greater part of the State.

In all the arrangements recently made with the cities of Texas, this object has been kept distinctly in view. Assistance has been promised, on condition that the schools of each city shall be put in charge of a Superintendent who has had a professional training and experience, and who shall be able to train the existing corps of teachers by weekly instructions, as well as to superintend the schools and direct the teachers in their daily work. Until Normal Schools shall be established, this kind of training in the cities, and teachers' institutes in all parts of the State, will be indispensable. Otherwise, the public schools will be but a farce. I need not say that these conclusions are drawn from personal observation. The contrast between two or three cities which have already adopted these improved methods and those that tread in the old Texan paths is almost incredible.

I spent a part of the winter in Texas, visiting its principal cities as far south as Galveston and Austin. I was accompanied by our excellent agent, Rev. Dr. Burleson, who, as a pioneer in education, "had crossed every river and every prairie from the Gulf of Mexico to the Red River, and from the Sabine to Rio Grande." He had made the necessary arrangements for public meetings in all the places we visited ; and the assemblies which we addressed

were sometimes very large. While in one or two places great indifference was manifested, there was generally an interest awakened in education bordering upon enthusiasm. No one can visit this State and notice the change which has taken place within the last ten years, without being deeply impressed with its speedy future greatness. While middle Texas is growing rapidly, the tide of population is continually setting westward, new counties being organized and new court-houses, school-houses, and churches being built. This circumstance not only illustrates the growth of the State, but shows the character of its new citizens, which is very different from that of many of the earlier settlers. It is estimated that not less than 150,000 persons from abroad enter Texas every year. Among these are many families of wealth and refinement.

ARKANSAS.

Some feeble efforts for free schools were made here before the war; but they were attended with no marked success. In 1866 the Governor of the State said: "No State in the Union is at present behind Arkansas in educational provision." Nearly one-half of the citizens, mostly colored, were, at that time, unable to read. Two years later the new Constitution made it the duty of the Legislature to establish and maintain free schools. A law to that effect was passed July 23, 1868; and, on the 14th of September, schools were organized by the Board of Education. In 1869 there were 67,412 children in attendance out of 180,274; in 1870 there were 107,908 educated, at an expense of \$348,440. The means of instruction thus provided were attended with a fair measure of success for a period of two years, at the end of which a reaction took place.

There had been an injudicious expenditure for school officers, amounting to about half of the public school money;

and some useless men had been put into these offices for the sake of the large salaries, and thus rewarded for political services. This, added to the hostility of some and the indifference of many to the public schools, led to rash legislation in the opposite extreme. The tax for support of schools was reduced to such a degree, that it was impossible to maintain them even for three months ; and the taxes, being payable in depreciated State paper, were passed into the treasury in that form, even when the collectors had received them in currency. No one can wonder that, under such legislation, the attendance on the public schools dwindled down in 1871 to 69,927, and in 1872 to 32,863. Here, however, as in every other similar case of reaction against the schools, the immediate consequence was a rebound in their favor. The new Constitution of 1874, and the law of Dec. 7, 1875, are much more favorable to public schools than was anticipated. At this date we are able to say, that the newly awakened interest in behalf of education which has been manifested the present year holds out the promise of much greater fruit for the future. The Superintendent has intimated that the number of schools which can comply with all our requisitions, and will apply for some assistance, will be at least double what it has been the present year.

TENNESSEE.

Prior to the secession of this State, there was a cumbersome and inefficient school law for the education of white children. This law was revised March 5, 1867, and greatly improved by the radical changes which it underwent. Though the Superintendent of Public Instruction opened his office in October of the same year, there was so much disorder in the whole department, and such a deficiency in all the means and conditions of success, that little could be

effected the first twelve months beyond barely organizing the new system. The want of popular sympathy, of adequate funds, and of good teachers was very embarrassing to all the school officers. The means of instruction were not provided, and the work of establishing schools made slow progress. Probably political disorders had more to do with these hindrances than opposition to popular education in itself considered.

At the end of two years, in October, 1869, the first biennial report was made. Of the 418,709 children in the State, 185,845 were enrolled in the schools. The total outlay of the State for education during these two years was \$573,795, of which \$299,641 was for the last year. But in 1870 the work was suddenly arrested by legislative action. The law was abolished, and a worthless county system, without a State Superintendent, was substituted. Three-fourths of all the counties treated the matter of schools with utter neglect. It was then that the State Teachers' Association, embracing presidents and professors of colleges, and other literary gentlemen, petitioned this Board to assist them, by paying for the services of an agent to visit all parts of the State in behalf of the public schools. The request was granted; and the result of the agency was even greater than had been anticipated. A new law was passed, the office of State Superintendent was restored; and no backward step has since been taken, though often threatened. While the county system lasted, which was till 1873, no statistics of any value were taken. It was only ascertained in a general way that not one-fifth of the population enjoyed any means of education. During the first year under the new law there were 178,076 names enrolled in the public schools; in 1874 there were 258,577; in 1875, 199,058: but there were seventeen counties that made no report. The expenditures for schools in 1874

amounted in all to \$977,376, of which \$769,460 was for salaries of teachers. In 1875 the whole amount was \$703,359, and the salaries of teachers, \$582,919. In 1876 the number of pupils enrolled was 194,180; the amount expended, \$698,220; and that for teachers' salaries, \$558,518. The most important measure recently taken in this State is the establishment of a Normal School of a high order.

The failure of the last Legislature to increase the appropriations for education disappointed the expectations of the better class of the people. The reason assigned for such neglect was the necessity of reform in the State expenditures; and it was thought politic to apply this principle to the public schools. The Legislature actually went so far as to abolish the office of County Superintendent, and practically to abolish that of State Superintendent — a false step, which was arrested only by the veto of the Governor. He is strongly supported by good citizens, who not only congratulate themselves on the escape, but confidently predict that the next General Assembly will be of a different complexion. A renewal of the agency established by this Board, under the direction of the State Teachers' Association, would, it is said, be very opportune at this time.

WEST VIRGINIA

was admitted into the Union in 1863, and had in its Constitution a provision for education. In 1863, and again in 1866, it framed a school law, which, with slight amendments, continued in force till 1873, when it underwent a material change. On my first visit to the State, in the autumn of 1868, I learned that the efforts made in behalf of education for a period of two years had been especially directed to the erection of school-houses,—about 2,000 having been built during that time. But few public schools were in operation. There was a want of funds,

a want of popular interest, and a want of good teachers. Amid considerable opposition, the friends and supporters of the school-system continued steady in their purpose, and, by wise and prudent management, gradually gained the confidence of the people, till nearly all open hostility ceased. Attempts to cripple the schools by withholding supplies have, indeed, been occasionally made, but with such indifferent success that no fear is entertained of their repetition. Here, as in Tennessee, the people have more than once rebuked the timidity of politicians in regard to taxation for schools, by electing other men who would represent them more truly. It is a remarkable fact that school legislation, in these two States at least, has more frequently been behind public sentiment than in advance of it.

The deficiency of good teachers in the State was so palpable, that six Normal Schools were successively established. The zeal of the people outran their discretion ; or, what is more probable, sectional jealousy in regard to the location of one or more schools led to an undue multiplication of them by way of compromise. The result has shown the inexpediency of the measure. The appropriations for their support have been so insufficient and so uncertain from year to year, that they have been obliged in several instances to depend on local patronage ; and so far to descend to the level of other schools. At present, there is an appropriation of \$2,000 per annum to each school.

The growth of the school-system, which, with slight fluctuations, has been quite uniform, may be seen from the following representation : —

In 1868, attendance,	35,304	; expenditures,	\$167,130.
„ 1869, „	73,310	;	„
„ 1870, „	87,330	;	„ 262,892.
„ 1871, „	76,592	;	„ 365,685.

In 1872,	attendance,	85,765;	expenditures,	376,983.
" 1873,	"	81,100;	"	402,419.
" 1874,	"	108,356;	"	480,431.
" 1875,	"	117,844;	"	508,574.
" 1876,	"	123,504;	"	544,935.

The number of children between the ages of six and twenty-one years, in 1876, was 184,796, showing an attendance of nearly two-thirds. The condition of the schools of the State is encouraging and hopeful: they seem to be conducted with wisdom and energy. Special attention is paid to their improvement by means of teachers' institutes, in addition to what is done in the Normal Schools.

In regard to the statistics of the several States above given, it should be observed that in the earlier years they were variously reported from imperfect returns. They have been compared and adjusted with some care; and yet, in the account of expenditures, it has not always been possible to determine what items were included. Wherever it could be done, the amounts paid by the State for current expenses have been given. In some States county taxes are scarcely known; in others they form a considerable part of the revenue. The total amounts usually include the cost of school-houses and the pay of school officers.

The rate of progress in all the States, which has been very regular through the whole period of ten years, is distinctly marked by the relative number of schools which could comply with our conditions. At first, for a period of about three years, it was difficult to find schools enough of this description to exhaust our annual income. Then, for three or four years, the demand and supply nearly balanced each other. After that we could, for most of the remaining time, respond to about half, and for the last year only about one-third, of the calls made upon us in conformity with our rules. We have been obliged, therefore, to make

a selection, keeping constantly in view our main object of strengthening the whole State system of education. Sometimes a city has been dropped from our list which has received more aid than others, or which, by a special effort, could carry its schools through the year. Sometimes we have passed over schools which, though they fulfilled the letter of our requirements, did not enter sufficiently into their spirit ; and, in cases where such discrimination could not be made, the amount ordinarily given has been diminished, and a larger number assisted. On all these points the advice of the State Superintendents has been requested, and their recommendations have been generally followed.

The following account of our annual disbursements has been kept distinct from what has been said of the States, and reserved for this place, in order to present it in a compact and complete form for easy reference. Our annual meetings have not all been held in the same month ; and the intervals have been sometimes more and sometimes less than a year. The school years of different States vary. The civil year, therefore, has been adopted for the sake of uniformity ; and all the appropriations are assigned to the year in which the payments were made : —

	Virginia.	N. Car.	S. Car.	Georgia.	Florida.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Tennessee.	W. Va.	Amount.
1863	\$4,750	\$2,700	\$3,550	\$8,562		\$1,000	\$1,338	\$8,700	\$4,300	\$4,800	\$35,400		
1869	12,700	6,350	7,800	9,000	\$1,850	5,700	9,000	10,500	5,000	11,900	90,000		
1870	10,300	7,650	3,050	6,000	6,950	5,950	5,600	11,050	15,050	13,000	90,600		
1871	15,950	8,750	2,500	3,800	6,550	5,800	3,250	12,400	9,200	22,650	9,150	100,000	
1872	29,700	8,250	500	6,000	6,200	9,900	4,550	11,500	12,250	23,250	17,900	130,000	
1873	36,700	9,750	1,500	13,750	7,700	6,000	6,800	11,400	27,800	15,750	137,150		
1874	31,750	14,300	200	6,500	9,900	9,700	6,700	2,750	1,000	3,600	33,100	15,100	134,600
1875	23,350	16,900	100	9,750	1,800	2,200	5,400	1,000	1,350	1,500	27,150	10,500	101,000
1876	17,800	8,050	4,150	3,700	1,000	5,500	9,950	2,000	4,450	1,000	10,100	8,600	76,300
1877	18,250	4,900	4,300	4,000	6,500	3,700	5,990	2,000	10,800	6,300	15,850	6,810	89,400
	\$201,250	\$87,600	\$27,650	\$71,062	\$48,450	\$55,450	\$58,578	\$55,850	\$18,600	\$60,600	\$191,650	\$107,710	\$984,450

It should be observed that the account of payments, as exhibited in the foregoing table, does not tally exactly with the time for which the schools were aided. In many instances, the schools which closed near the end of one year were paid in the beginning of the next year.

Again, it may be well to remark, the disparity apparent in the apportionment of funds in the different States is not the result of negligence or of accident. Our rule has been, as indicated in former reports, to withhold funds when they would be expended to little purpose, and to bestow them liberally when they would be productive of important results. The value of the donations is clearly enhanced by being made at the right time. All the States will, in the end, receive their due consideration, and each at the time when the greatest amount of good can be accomplished. Virginia, Tennessee, and West Virginia were early called to pass through a crisis in the history of their public schools; and, at this critical juncture, they needed assistance more than they may ever need it again. Louisiana, South Carolina, and Texas were not then in a condition favorable to the development of a system of schools. It would have been a gross want of economy to expend money on them in unpropitious times, and have little reserved for their use when the right opportunity should arrive. Our wise Founder anticipated this course of action, when, in his second letter to the Trustees, of March 20, 1867, he left them "an absolute discretion as to the localities in which the funds should from time to time be expended."

"I hope," said he, "that all the States included in that part of our country which is suffering from the results of the recent war may, sooner or later, according to their needs, receive more or less of the benefit of the Fund.

"But it was not my design to bind my Trustees to dis-

tribute the benefits of the Fund upon any measure or proportion among the States, or to create any claim on the part of any State to any distributive share."¹

He plainly foresaw that any effective application of the means he had intrusted to us would involve at least temporary inequalities.

Our contributions for the year ending August, 1877, are as follows:—

VIRGINIA.

Norfolk	\$1,000	Berryville	\$300
Manchester	800	Culpeper	300
Strasburg	450	Leesburg	300
Valley Normal	300	Turkey Cove	300
Fincastle	300	Warrenton	300
Liberty	300	Woodville	300
Staunton	2,000	Wytheville	300
Fredericksburg	500	Antioch	200
Mount Sidney	300	Hollywood	200
Salem	300	Chingoteague	100
Saltville	300	Jacksonville	100
Edinburg	150	Jefferson Institute	100
Hampton Normal School .	500	Woodstock	300
Harrisonburg	800	Lexington	300
Alexandria	500	Teachers' Institutes, &c. .	1,100
Lynchburg	500	Journal of Education . .	200
Richmond Normal School	500	Independence	300
Winchester	700	Farmville	100
Hampton Academy	450		—
Lincoln School	450		\$16,100

NORTH CAROLINA.

Raleigh	\$1,500	Newbern	\$250
Greensboro'	750	Roan Mountain	300
Hillsboro'	300	Wilmington	600
Magnolia	300	Supt.'s delinquencies . .	950
Fayetteville (colored) . . .	450	Bethel	300
Finis Creek	300	Gilboa	300
Charlotte (colored)	250		—
Normal School	500		\$7,050

¹ 1st Volume of Proceedings, pp. 21, 22.

SOUTH CAROLINA.

Columbia	\$1,950	Aiken	\$300
Florence	450	State Agency.	200
Yorkville	500		—
Sumter	900		\$4,300

GEORGIA.

Agencies	\$1,000	Sumach Academy	\$300
Augusta	1,800	Columbus	450
Dahlonega	450		—

\$4,000

FLORIDA.

Jacksonville	\$1,500	Monticello	\$400
Tallahassee	1,200	Ocala	300
St. Augustine	1,000	Superintendent's assistant	300
Pensacola	300		—
Key West	1,000		\$6,000

ALABAMA.

Montgomery			\$2,000
Selma			1,200
Birmingham			500

\$3,200

MISSISSIPPI.

Natchez	\$960	Langston	\$480
Water Valley	700	McComb City	300
Lexington	200	Senatobia	200
Summit	700	Yazoo City	1,000
Hazlehurst	450		—
Jackson	1,000		\$5,990

LOUISIANA.

Normal School			\$2,000
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TEXAS.

San Antonio	\$2,000	Fredericksburg	\$450
Brenham	1,200	State Agency.	1,500
Denison	1,000		—

\$6,150

ARKANSAS.

Helena	\$1,500	Van Buren	\$800
Pine Bluff	600	Bentonville	500
Fort Smith	400		—
Hot Springs	500		\$6,300
Little Rock	2,000		

TENNESSEE.

Charleston	\$200	Peabody High School, Gib-	
Murfreesboro'	150	son County	\$300
Lagvance	150	Union Seminary, Dyor	
Benton High School . . .	150	County	150
Brownsville	200	Mossy Creek	200
Covington	200	Union City	300
Salem	150	Shelbyville	1,000
Clarksville	550	Normal College	9,000
Thompson Seminary . . .	200	Agency	750
Knoxville	750	Teachers' Institute (col-	
South Normal	150	ored)	200
Cane Creek Academy . . .	150		—
Mount Olive Academy . .	150		\$15,050

WEST VIRGINIA.

Journal of Education . . .	\$200	Coalburg	\$200
Clerksburg	400	Mason City	300
Mannington	300	Willsburg	400
Pruntytown	200	Bethany	200
Martinsburg	700	Palatine	300
Weston	300	Buckhannon	300
Cairo	200	Huntington	300
Burning Springs	200	Piedmont	200
Moundsville	400	Grafton	400
New Cumberland	300	Teachers' Institute . . .	600
Portland	200		—
St. Mary's	200		\$6,800

I have already alluded to the debts which, with almost crushing weight, hang over most of the Southern States. Among other questions of fearful import which are engaging the attention of public men in these States, that of

supporting or not supporting the schools, in their existing financial condition, is not the least perplexing. It is not for me to express an opinion how far it would be expedient or possible for Congress to come to the aid of the impoverished States, by making temporary or permanent provision for national education. The subject is not a new one to Congress. But if ever there was a moment when its consideration seemed called for by the exigencies of the cause of education in the Southern States, it is this moment. Nor can it ever be regarded as a mere local or sectional question. No part of the country can be uninterested in its decision. The want of good schools in any quarter of the Union is an injury to the whole Union, as the success of Republican institutions rests upon the intelligence and capacity for self-government of the whole people and of all the States. The inability of some of the States to maintain their schools for more than four months in the year may have influences far beyond the region in which the inability exists. Our own funds are obviously insufficient for the exigencies which such a state of things creates; and I can only make this passing allusion to it as an evidence that it has not been unobserved in the discharge of the duties which have devolved on me.

For many successive years, one or more of the Trustees have been removed from us by death. If we number the venerable Founder with the Trustees of the Fund, there will have been ten deaths in their small circle in this decennial period. We feel the bereavement, great in itself from the number of those taken from us, all the more for having learned, by our intimate relations, their rare abilities and elevated character. In the death of Hon. SAMUEL WATSON, which has occurred since our last meeting, Tennessee has lost an enlightened and efficient promoter of education; the Trustees, a judicious associate and coadju-

tor; and the General Agent, a warm personal friend and college classmate. But for his wise counsels and untiring efforts in the State Teachers' Association, of which he was president; in the Corporation of the University of Nashville; and in the State Board of Education, the public schools of Tennessee would hardly have been in their present prosperous condition, and the State Normal School might not have been in existence. Modest and unpretending in his demeanor, he was nevertheless a man of great firmness and decision of character, which were always manifested when the time for action arrived. He was better known for deeds noiselessly performed than for public display.

B. SEARS, *General Agent.*

STAUNTON, VA., Oct. 2, 1877.

A P P E N D I X.

STATEMENTS OF SUPERINTENDENTS OF PUBLIC INSTRUCTION IN REGARD TO THE INFLUENCE OF THE PEABODY FUND.

Virginia. — “The General Agent of the Peabody Education Fund has made his influence to be felt in every part of the Southern country. Virginia has shared in the benefit of the Fund, as fast as circumstances permitted. During the last year, about \$25,000 were expended in the State in connection with the State and city school systems. Besides the value of these judiciously distributed appropriations, great good has been done to the cause of education by the private council and public addresses of the General Agent.” (1871.)

North Carolina. — “The donations from the Peabody Fund have greatly strengthened the free public-school system of the State.” (1870.)

“I believe that your Fund is doing much good, and that your rules are framed with great wisdom and foresight.” (1871.)

“I think the administration of the Peabody Fund tends to educate the people to a higher estimate of public education by furnishing examples of well-regulated public schools at eligible points throughout the State.” (1874.)

Georgia. — “It affords me pleasure to testify to the wisdom of the Trustees of the Peabody Fund, as exhibited in the management of the interest committed to them.” (1876.)

Florida. — “The aid bestowed by the Peabody Fund is of great value, as it enables the Boards to sustain for about ten months a class of schools that are models of what good schools ought to be.” (1873.)

Alabama. — “I think it proper that I should make here an acknowledgment and record of the generous and judicious appropriations made by the Trustees of the Peabody Education Fund in aid of our public schools.” (1875.)

Mississippi. — “We are largely indebted to the General Agent of the Peabody Fund for the interest he has manifested in promoting our educational work. But for the liberal donations extended in aid of our schools, hundreds of the youth of the State would have been deprived of school advantages.” (1873.)

Texas. — “I commend the wisdom of the plans proposed, and shall enter into a hearty co-operation with you in executing the same.” (1872.) “The great good which has been accomplished through the aid given us from this Fund cannot be estimated.” (1874.)

Arkansas. — “Among the agencies that have been employed in promoting the interests of general education in

the State, we would make honorable mention of the aid afforded by the Agent of the Peabody Fund. He has visited many of the principal towns, conferring with trustees and school boards, and furnishing such aid as the interests of the cause in each case seemed to justify. He has uniformly co-operated with the public-school officers in the bestowment of the funds for which he is agent." (1870.)

Tennessee.— "The manner in which the Fund is bestowed is quite as productive of good as the direct education of individuals. Not only more direct instrumentalities than was possible in any other way, but model systems of schools, so greatly needed, have, by the aid of the fund, been maintained." (1869.)

"The Peabody aid has been a valuable auxiliary to our general school operations." "Of the Peabody schools generally I may say they have done well, doing much good in themselves, and exerting healthful influences throughout large communities." (1874.)

"The General Agent of the Fund has afforded to this office not only the material aid above stated, but has in every way extended encouragement and assistance in the arduous work which has fallen upon it." (1875.)

West Virginia.— "The General Agent has been liberal in his contributions to the cause of education in this State. He has wisely adopted the policy of aiding the friends of free common schools in their incipient efforts, trusting that, when once firmly established among the people, these schools will be maintained by them without aid from other sources." (1872.)

"There is, probably, no expenditure of school funds in the State of equal amount that is productive of more substantial benefits than are derived from the aid given by the Peabody Fund." (1874.)

The Treasurer read the heads of his Report, which, on motion of Mr. EVARTS, was referred to the Finance Committee.

On motion of Mr. RIGGS, the following Resolution was passed : —

That the action of the Treasurer of this Board, in exchanging the Bonds of the State of Alabama for new Bonds of that State, and in reinvesting the sums received for securities that have matured and been collected, as detailed in his Report, be, and the same is, hereby approved.

The Chairman, on motion of Mr. EVARTS, appointed Messrs. RIGGS and LYMAN a Committee to audit the Treasurer's accounts and those of the General Agent.

Adjourned till the morrow at 11.

Thursday, Oct. 4.

The Board met at 11 A.M.

There were present: Mr. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, EVARTS, RIGGS, WETMORE, STUART, TAYLOR, BARNES, WAITE, JACKSON, LYMAN, and Bishop WHIPPLE, and the General Agent.

Prayer was offered by Bishop WHIPPLE.

The Chairman presented an invitation to visit one of the New York Grammar Schools, and an invitation to be present at the laying of the corner-stone of a new armory for the Seventh Regiment, of which acknowledgments were ordered.

Voted, That each Trustee receive a bronze impression of the new medal; and that the Chairman and General Agent

have power, at their reasonable discretion, to deposit impressions in the United States Mint, and in public and private collections.

On motion of Mr. Fish,

Resolved, That this Board accepts with satisfaction the full and comprehensive Report of the Treasurer, and that the same be entered at length in the minutes ; and that this Board recognizes the fidelity with which the Treasurer has for more than ten years held the custody of the large Trust Funds received from the generous Founder of the Trust.

Voted, That so much of the Treasurer's Report be published as may seem wise to the Chairman and Secretary *pro tem.*, in concurrence with the Treasurer. (See p. 140.)

Mr. JACKSON presented the following Resolves on the death of Mr. WATSON :—

The Committee to whom that portion of the President's Address which refers to the death of the Hon. SAMUEL WATSON was referred, instruct me to report the following Resolutions :—

Resolved, That in the death of Judge WATSON the administration of our Trust, to which he was called at an early period in its history, has suffered a distressing and peculiarly endamaging loss. The cause of education had found in him one of its ablest, most efficient, and most successful advocates. Labor in it had long been for him a labor of love, to which he devoted a judgment remarkable for its soundness and absolute impartiality, a singleness of purpose, and large experience, qualities which well fitted him to be a leader in the work. No man in the State of Tennessee, and few men in the entire country, had done so much for the cause of education. And it is hardly to be

hoped that the peculiar place made vacant by his death can ever be filled again.

Resolved, That, in his personal intercourse with the members of this Board, he developed such qualities of head and heart as won for him their high esteem and warm regard in life, and render his death an afflictive personal bereavement.

Resolved, That a copy of these Resolutions be transmitted to the family of the deceased, with the assurance of the profound sympathy of all the members of this Board in their great sorrow.

Mr. JACKSON addressed the Board in support of the Resolutions, as follows:—

MR. PRESIDENT,—It is proper, I believe, that I should say something in support of these Resolutions. I cannot but regret that this duty had not been assigned to one less poorly prepared than myself to discharge it. No opportunity had been afforded to me of knowing our deceased associate until, at our last meeting, I had taken my place as a member of this Board. Of course, but a listener myself,—but “a looker-on in Venice,”—I rapidly formed my first impressions of many of the gentlemen who had honored me by companionship with themselves in the execution of a noble trust. Very soon my attention was attracted to Judge WATSON,—to a presence so singularly modest, to a bearing so simple and unpretending; and, I must avow that, when occasion had called him to his feet, I was somewhat surprised by the directness, by the conciseness, by the ringing soundness of all that he said. It often occurs, Mr. President, that we must judge of a mine by a single, and, it may be, trifling specimen of its ore. It is, therefore, altogether possible that we may make serious mistakes; but I have since learned that in this instance I did not err.

in the opinion I then formed. Here was a man who belonged to a class of men, unfortunately as limited in number as it is marked in character; who, in all that he did and in all that he said forgot himself in his subject. It is obvious that the capacity of such a man for devotion to any cause must be limited only by the confines of his own emotional nature. Devotion like this, bestowed upon the affairs of practical life, while productive of the richest fruits for others, must also secure from fame all she has most desirable to give; and yet, upon the minds of those who best love the man, and love him the best because they know him the best, there is apt to rest a conviction, which may at times be the occasion of pain, that had he been differently constituted, were he more self-asserting,—more “aggressive,” to use the common term of the day; in other words, had the elements of his nature been less nobly tempered, he would have achieved yet higher reputation. But, now that he is gone, would they have had it otherwise? Would Life have found him in the close what she received him at the beginning,—so pure in spirit, so peaceful in conscience, so free from guile, so full of kindly feeling toward all his fellows?

Mr. FISH, Chairman of Finance Committee, presented the following record and Report:—

MEETING OF THE FINANCE COMMITTEE.

NEW YORK, Oct. 3, 1877.

The Committee met at 4 P.M.

Present: The entire Committee.

Voted, That the matter of the Bonds of the Consolidated Association, Planters of Louisiana, be referred to Mr. RIGGS, with power, in concurrence with the Treasurer, to act as may seem best.

Voted, That the accumulated funded interest of the Louisiana and Mobile Bonds be treated as investment of principal.

Voted, That, in the opinion of this Committee, it is advisable that the Treasurer reinvest the Bonds about to be paid in 10-40's, or in 5's of 1881, or in both, at his discretion.

Voted, That the question of the New Orleans 6 per cent Bonds be referred to Mr. RIGGS, with power, in concurrence with the Treasurer, to make such disposition thereof as they may see fit.

The Report was accepted.

Voted, That the elective officers be continued in office.

Mr. RIGGS, for the Auditing Committee, presented the following Reports, which were accepted:—

NEW YORK, Oct. 3, 1877.

The Committee appointed to audit the accounts of the Treasurer of the Peabody Fund have performed their duty, and find the accounts properly vouched and cast, and that the balance of \$2,024.48 on June 30, 1877, appeared to the credit of the Treasurer in the Bank of America.

(Signed) GEO. W. RIGGS,
 THEODORE LYMAN, } Committee.

The Committee to whom was referred the examination of the amounts of Dr. SEARS, the General Agent, report that they have examined the vouchers for his disbursements, and find them correct, and that he has accounted for all sums paid to him by the Treasurer to and including the payment of the 1st June, 1877.

(Signed) GEO. W. RIGGS,
 THEODORE LYMAN, } Committee.

On motion of Mr. STUART,

Voted, That the Finance Committee be authorized and empowered, upon the recommendation and with the concurrence of the Treasurer, to assent to any compromise or compounding of the claims of the Trust arising from any of its securities on which default may at any time be made.

The Chair presented the following Vote, which was passed :—

Voted, That, in case of the absence or disability of the Treasurer, the Finance Committee have power to fill the vacancy temporarily ; and, in like manner, the Executive Committee may fill the place of the General Agent.

Chief Justice WAITE presented the following Resolve, which was passed :—

Resolved, That the thanks of the Board be tendered to Dr. SEARS for his very able and interesting Report, and that it be printed under his direction for general distribution.

On motion of Bishop WHIPPLE,

Voted, That a sum of one thousand dollars be appropriated to meet the contingent expenses of the General Agent for the next year.

Bishop WHIPPLE spoke in favor of giving, if possible, some help in the higher education of the South. He referred to the ruin of the educated class, and the great gain to be derived from favoring their culture. The same views were advocated by Mr. LYMAN.

Dr. SEARS urged that action should be at once taken in the matter, and that scholarships should be continued at the Normal College in the University of Tennessee, and in the Normal School of Louisiana.

On motion of General TAYLOR,

Resolved, That there be an appropriation of three thousand dollars for the Normal College of the University of Tennessee.

Mr. JACKSON spoke in favor of aiding common schools in Georgia, until under the new Constitution a system can be established by the State.

The Chairman announced the Executive and Finance Committees for the ensuing year as follows:—

Executive Committee.—Hon. WILLIAM AIKEN, Hon. W. M. EVARTS, Hon. A. H. H. STUART, Gen. BARNES, Gen. TAYLOR, with the Chairman, *ex officio*.

Finance Committee.—Hon. HAMILTON FISH, Chief-Justice WAITE, GEORGE W. RIGGS, Esq., Hon. W. M. EVARTS, Col. THEODORE LYMAN, with the Treasurer, *ex officio*.

Mr. STUART rose to nominate a Trustee in place of Mr. WATSON, deceased. He said that the nomination of a member from the South would, under ordinary circumstances, have been proper; but there was a man of northern birth, so eminent at that moment for patriotism and for wise statesmanship, and so honored in the South for his well-directed endeavor to restore peace and prosperity in the

nation, that his name seemed naturally suggested. Therefore, with the consent of his southern colleagues, he nominated President RUTHERFORD B. HAYES, of Ohio.

Ballots being cast, it appeared that President HAYES was unanimously chosen a Trustee.

Adjourned *sine die*.

THEODORE LYMAN,
Secretary pro tem.

Statement of Securities received from GEORGE PEABODY by "The Trustees of the Peabody Education Fund."

DESCRIPTION OF SECURITIES.	RATE OF INT.	DUED.	PAR OF SECURITIES.	VALUATION	PRINCIPAL.
FIRST GIFT.					
U. S. 7-30 Treasury Notes . . . . .	.	.	359,500	P 5½	380,171.25
,, 5-20's, 1865, Coupon Bonds . . .	.	.	212,000	8½	230,550.00
,, 5's, 1874, Coupon Bonds . . .	.	.	202,000	3	208,060.00
,, 10-40's, Coupon Bonds . . .	.	.	104,000	D. 2	101,920.00
,, 6's, 1881, Coupon Bonds, \$53,000	.	.			
,, 6's, 1881, Registered Bond, \$10.000	.	.	63,000	P. 10½	69,536.25
			940,500		990,237.50
Accrued Interest on Treasury Notes . .	.	.			5,464.40
Cash . . . . .	.	.			4,298.10
SECOND GIFT.					
City of Pittsburg 4 per cent. Bonds . .	4	1 Jan., 1913	30,000		30,000.00
,, 5 " "	5	" "	8,000		8,000.00
various dates,					
City of Mobile 5 " "	5	1872 to 1891	35,300		35,300.00
City of New Orleans 6 per cent. Bonds .	6	1 July, 1892	10,000		10,000.00
City of Louisville Bonds issued to Louis-					
ville & Nashville R.R. Co.	6	1 April, 1883	79,000		79,000.00
State of Alabama 5 per cent. Bonds . .	5	1 May, 1872	21,000		21,000.00
,, 5 " "	5	1 May, 1883	42,000		42,000.00
,, 5 " "	5	1 Monday, Nov., 1886	16,200		16,200.00
State of Louisiana 6 per cent. Bonds . .	6	1893	2,000		2,000.00
,, issued to New Orleans,					
Jackson, & Gt. Northern R.R. Co. . .	6	July, 1898	2,000		2,000.00
State of Louisiana, issued to New Orleans,					
Jackson, & Gt. Northern R.R. Co. . .	6	Aug., 1893	4,000		4,000.00
State of Louisiana, issued to New Orleans,					
Opelousas, & Gt. Western R.R. Co. .	6	1 April, 1895	2,000		2,000.00
State of Louisiana, issued to New Orleans,					
Opelousas, & Gt. Western R.R. Co. .	6	1 May, 1894	5,000		5,000.00
State of Louisiana, issued to New Orleans,					
Jackson, & Gt. Northern R.R. Co. . .	6	1 Nov., 1894	4,000		4,000.00
Consolidated Association Planters of Loui-					
siana Bonds	5	30 June, 1870	17,400		17,400.00
Consolidated Association Planters of Loui-					
siana Bonds	5	" , 1872	17,400		17,400.00
Consolidated Association Planters of Loui-					
siana Bonds	5	" , 1874	17,400		17,400.00
Consolidated Association Planters of Loui-					
siana Bonds	5	" , 1876	17,400		17,400.00
1st Mortgage Bonds, Syracuse, Bingham-					
ton, & New York R.R. Co.	7	1 Oct., 1870	4,525		4,525.00
1st Mortgage Bonds, Ohio & Mississippi					
R.R. Co.	7	1 July, 1872	88,000		88,000.00
1st Mortgage Bonds, Syracuse, Bingham-					
ton, & New York R.R. Co.	7	1 Oct., 1876	198,500		198,500.00
1st Mortgage Bonds, Belvidere Delaware					
R.R. Co.	6	1 June, 1877	190,000		190,000.00
2d Mortgage Bonds, Syracuse, Bingham-					
ton, & New York R.R. Co.	7	1 June, 1887	98,000		98,000.00
Consolidated 1st Mort. S. F. Bonds, Col-					
umbus, Chicago, & Ind. Cent. R.R. Co.	7	1 April, 1908	90,000		90,000.00
			999,125		999,125.00
Cash . . . . .	.	.	*	*	\$75.00
					1,000,000.00

First Gift. Inactive.—464 State of Mississippi (Planters' Bank) 6 per cent. Bonds. \$1,000 each.

Second Gift. Inactive.—143 Florida 6 per cent. Bonds, of which 21 Bonds are for \$1,000 each, and 122 Bonds are for \$1,000, or £225 each.

Statement of Securities held by "The Trustees of the Peabody Education Fund,"
June 30, 1877.

DESCRIPTION OF SECURITIES.	RATE OF INT.	DUÉ.	PAR OF SECURITIES.	VALUA-TION.	PRINCIPAL.
FIRST GIFT.					
J. S. 5-20's, 1865, Act March 3d, 1865, Registered Bonds	6	.	359,500	P. 5 3/4	380,171.25
J. S. 1881's, Act July 17, 1861, Registered Bonds	6	.	56,000	10 3/8	61,810.00
J. S. 1881's, Act March 3, 1863, Registered Bonds	6	.	7,000	10 3/8	7,726.25
J. S. 10-40's, Act March 3, 1864, Registered Bonds	5	.	104,000	D. 2	101,920.00
J. S. Funded Loan, 1881, Registered Bonds	5	.	202,000	P. 3	208,060.00
J. S. Funded Loan, 1881, Registered Bonds	5	.	210,900	—	235,021.68
The United States Trust Company, of New York. Cash on deposit . . . . .	.	.	939,400		994,709.18
Loss on U. S. 5-20's, 1865, \$221,100; bonds "called in" . . . . .	.	.			28,09
	.	.			5,262.73
SECOND GIFT.					
City of Pittsburg 4 per cent. Bonds	4	1 Jan., 1913	30,000	30,000.00	
" " 5 " "	5	1 " "	8,000	8,000.00	
City of Mobile, 6 per cent. Bonds	6	1905	30,000	30,000.00	
City of New Orleans 6 per cent. Bonds	6	1 July, 1892	10,000	10,000.00	
City of Louisville Bonds issued to Louisville & Nashville R.R. Co.	6	1 April, 1883	79,000	79,000.00	
State of Alabama Bonds . . . . .	.	1906	79,200	79,200.00	
State of Louisiana Consolidated 7 per cent. Bonds	7	1 Jan., 1914	11,900	11,870.97	
Consolidated Association Planters of Louisiana Bonds	5	30 June, 1870	17,400	17,400.00	
Consolidated Association Planters of Louisiana Bonds	5	1872	17,400	17,400.00	
Consolidated Association Planters of Louisiana Bonds	5	1874	17,400	17,400.00	
Consolidated Association Planters of Louisiana Bonds	5	1876	17,400	17,400.00	
Consolidated 1st Mort. S. F. Bonds, Columbus, Chicago, & Ind. Cent. R.R. Co. and Mortgage Bonds, Syracuse, Binghamton, & New York R.R. Co.	7	1 April, 1908	90,000	90,000.00	
J. S. 6 per cent. Currency Bonds, Registered	7	1 June, 1887	98,000	98,000.00	
J. S. 10-40's, Act March 3, 1864, Registered	6	.	82,000	93,619.39	
J. S. Funded Loan, 1881, Registered	5	.	185,000	208,349.67	
City of Mobile Fundable Scrip	5	.	158,300	177,202.21	
The United States Trust Company, of New York. Cash on deposit . . . . .	.	.	931,000	984,842.24	
Loss on State of Louisiana Bonds exchanged and funded; Principal, \$19,000, @ 60 per cent. = \$11,400 . . . . .	.			250.45	
Less by Interest funded and now held as Principal	470.97				
Loss on City of Mobile Bonds exchanged and funded. Principal, \$34,300, @ 75 per cent. = \$25,725		7,129.03			
Less by Interest funded, and Fundable Scrip, now held as Principal	4,525.45		4,049.55		11,178.58
					1,000,000.00

First Gift. Inactive. — 464 State of Mississippi (Planters' Bank) 6 per cent. Bonds. \$1,000 each.

Second Gift. Inactive. — 132 Florida 6 per cent. Bonds, of which 21 Bonds are for \$1,000 each, and 122 Bonds are for \$1,000 or £225 each.

Statement of Changes in Securities under the First Gift.

The U. S. 7-30 Treasury Notes (\$359,500) were converted into U. S. 5-20's, 1865, Registered Stock, at par. The Registered Bond (6's, 1881) was transferred, and the Coupon bonds were exchanged for Registered Stock (excepting \$2,000 of the loan under the Act of June 14, 1858, of which loan the Stock could not be registered in fractional parts of \$5,000), all as follows:—

U. S. 5-20's, 6 per cent. Registered Bonds, Act March 3, 1865. Interest payable January, July	359,500.00
U. S. 10-40's, 5 per cent. Registered Bonds, Act March 3, 1864. Interest payable March, September	104,000.00
U. S. 5-20's, 6 per cent. Registered Bonds, Act March 3, 1865. Interest payable May, November	212,000.00
U. S. 1874, 5 per cent. Registered Bonds, Act June 14, 1858. Interest payable January, July	200,000.00
U. S. 1881, 6 per cent. Registered Bonds, Act July 17, 1861. Interest payable January, July	56,000.00
U. S. 1881, 6 per cent. Registered Bonds, Act March 3, 1863. Interest payable January, July	7,000.00
U. S. 1874, 5 per cent. Coupon Bonds, Act June 14, 1858. Interest payable January, July	2,000.00
Par value of Securities	\$940,500.00

The Accrued interest on the Treasury Notes	\$5,464.40
And Cash	<u>4,298.10</u> \$9,762.50

Were invested in U. S. 5-20's Registered Bonds, Act March 3, 1865. Interest May-November. Par \$9,100 @ 107	9,737.00
Balance	<u>25.50</u> 9,762.50
Making the par value of Securities	\$949,600.00

The U. S. 5 per cent. Bonds, Loan under Act of June 14, 1858 (1874's), matured January 1, 1874, which Bonds, consisting of Registered, \$200,000, and of Coupon, \$2,000, together \$202,000, were exchanged for U. S. 5 per cent. Funded Loan, 1881. Act July 14, 1870, at par. Interest payable quarterly in gold, \$202,000.

The U. S. 5-20's, 1865, Registered Bonds (Act March 3, 1865), amounting to \$221,100, were called in by notice of the Secretary of the Treasury, Oct. 6, 1876, and redeemed January 6, 1877. The gold was sold, and the proceeds re-invested as follows:—

\$212,000 per valuation as originally given @ 8½ premium	\$230,550
9,100 bought @ 107	<u>9,737</u> 240,287.00
\$221,100 gold was sold @ 106½	\$235,195.13
Less Interest and Commission paid	<u>170.86</u> proceeds 235,024.27
Loss	5,262.73

The proceeds were re-invested in	
\$210,900 U. S. 5 per cent. Funded Loan 1881 @ 111 7-16	\$235,021.68
Balance in United States Trust Company of New York	<u>2.59</u> \$235,024.27

Statement of Changes in Securities under the Second Gift.

The following Securities matured :—

First Mortgage 7 per cent. Bonds, Syracuse, Binghamton, & New York R.R. Co., 1st Oct., 1870	4,525.00	
First Mortgage, 7 per cent. Bonds, Ohio & Mississippi R.R. Co., 1st July, 1872	88,000.00	
City of Mobile 5 per cent. Bonds, 1st July, 1872	1,000.00	
 This Amount, with the Cash (Principal)	 Making	
	875.00	94,400.00
Was re-invested in U. S. 6 per cent. Currency Bonds, Registered. Interest, January-July, viz.; \$43,000 @ 114½ \$49,127.50		
39,000 @ 114½ 44,801.25	93,928.75	
Deduct Accrued interest on Bonds at date of purchase	309.36	
	Cost of Bonds	93,619.39
Balance in The United States Trust Company of New York	780.61	
	Making as above	94,400.00

The First Mortgage 7 per cent. Bonds, Syracuse, Binghamton, & New York R.R. Co., became due 1st October, 1876

Which amount was re-invested as follows :—

U. S. 10-40's	\$100,000 @ 114½	\$114,500.00	
U. S. 5 per cent. Funded Loan, 1881, 73,350 @ 114½	83,985.75	198,485.75	
Deduct Accrued interest on Bonds at date of purchase, on U. S. 10-40's, \$452.05; premium (Est'd) on gold, 44.64	496.69		
U.S. 5 per ct. Funded Loan, 1881, 643.07; prem.(Est'd) on gold, 63.50	706.57		
	Cost of Bonds	1,203.26	
Balance in The United States Trust Company of New York		197,282.49	
	Making as above	1,217.51	
			198,500.00

The First Mortgage 6 per cent. Bonds, Belvidere Delaware R.R. Co., became due, 1st June, 1877

Which amount was re-invested as follows :—

U. S. 10-40's, \$85,000 @ 112 7-16	\$95,571.87	
U. S. 5 per cent. Funded Loan, 1881, 84,950 @ 111 1/4	94,400.69	189,972.56
Deduct Accrued interest on bonds at date of purchase, on U. S. 10-40's, \$1,164.38; premium (Est'd) on gold, 61.13	1,225.51	
U. S. 5 per cent. Funded Loan, 1881, 453.84; premium (Est'd) on gold, 23.82	477.66	
	Cost of Bonds	1,703.17
Balance in The United States Trust Company of New York		188,269.39
	Making as above	1,730.61
		190,000.00

Statement of Changes in Securities under the Second Gift.—(Continued.)

By the last two statements of Re-investments it will be seen, that of the U. S. 10-40's, \$100,000 @ 114½	\$114,500.00	
less accrued int., 496.69 cost		\$114,003.31
85,000 @ 112 7-16	95,571.87	
less accrued int., 1,225.51 cost		94,346.36
\$185,200	Costing net	• • • • 208,349.67
Of the U. S. 5 per cent. Funded Loan, 73,350 @ 114½ . . .	\$83,985.75	
less accrued int., 706.57 cost		83,279.18
84,950 @ 111½ . . .	\$94,400.69	
less accrued int., 477.66 cost		93,923.03
\$158,300	Costing net	• • • • 177,202.21
The State of Louisiana 6 per cent. Bonds being of the State, and those issued to various Railroads, amounting to \$19,000 were, with the past due interest to January 1, 1874, exchanged for, and funded into State of Louisiana, consolidated ~ per cent. Bonds on the terms proposed by the State. Principal, \$19,000.		
Interest . . 730 = \$19,730 @ 60 per cent. = \$11,838, for which were received in bonds		11,800.00
and a certificate for \$38. This with \$32.97 taken from the interest col- lected on the new bonds (received at same time), making \$70.97, was ap- plied to the purchase of a new bond		100.00
Making a total of bonds, dated January 1, 1874, payable January 1, 1914, issued under Act of General Assembly approved January 24, 1874, of . . .		\$11,900.00
The cost of said Bonds, is as follows:—		
Principal, \$19,000, funded @ 60 per cent. into new bonds	\$11,400.00	
Interest past due, \$730 @ 60 per cent.	\$438.00	
Interest received on new bonds, applied towards purchase of one new bond	32.97 470.97	11,870.97
The principal, \$19,000, @ 60 per cent. = \$11,400, showing a loss of	7,600.00	
By funding the income, as above, into new bonds, and now held as principal, the loss is reduced	470.97	
	Showing a loss of	7,129.03

*Statement of Changes in Securities under the Second
Gift. — (Concluded.)*

The City of Mobile 5 per cent. Bonds, dated July 2, 1866, due at various dates from 1873 to 1891, amounting to \$34,300 (\$1,000, due July 1, 1872, of the original amount of \$35,300 having been paid), were, with the past due interest, exchanged for, and funded into City of Mobile 6 per cent. Bonds on the terms proposed by the commissioners appointed by the State;

Principal	\$34,300.00
Interest past due	<u>4,859.17</u>
	\$39,159.17

6 months interest @ 6 per cent. per annum from May, 1875, to Nov., 1875, in place of November coupons detached	<u>1,174.77</u>
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This amount of	\$40,333.94
	@ 75 per cent.

30,250.45

Making now held as principal, City of Mobile

6 per cent. Bonds, due in 1905	\$30,000.00
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And a Fundable Scrip Certificate	<u>250.45</u>
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The principal, \$34,300, @ 75 per cent. = \$25,725, showing a loss of	\$3,575.00
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By Funding the Income, as above, into new bonds,

and now held as Principal, viz., \$6,033.94 @ 75

per cent.

Less Fundable Scrip	<u>250.45</u>
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4,275.00

And with Fundable Scrip, now also held as Principal	250.45
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The loss is reduced	<u>\$4,525.45</u>
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Showing a loss of	4,275.00
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4,040.55

The State of Alabama 5 per cent. Bonds were exchanged on the terms proposed by the commissioners appointed by the State, and approved by Act of the General Assembly of Alabama, February, 1876; namely,

For the 5 per cent. Bonds of the State of Alabama due 1st May,

1872	\$21,000
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For the 5 per cent. Bonds of the State of Alabama due 1st May,

1883	42,000
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For the 5 per cent. Bonds of the State of Alabama due 1st Monday in November, 1886	<u>16,200</u>
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79,200.00

There was received a like principal at par, in Bonds due in 1906, bearing interest from 1st July, 1876, to 1st July, 1881, at the rate of 2 per cent. per annum; for five years from 1st July, 1881, 3 per cent. per annum; for the next ten years, 4 per cent.; and for the remaining ten years, 5 per cent. per annum; said bonds to be renewable at the pleasure of the State @ 5 per cent. per annum. All the coupons past due and to mature were surrendered; and the past due coupons on the new bonds at the time of the exchange were detached.

SIXTEENTH MEETING OF THE TRUSTEES.

FIFTH AVENUE HOTEL, NEW YORK.
Wednesday, Oct. 2, 1878.

The Board met at 11 A.M.

There were present: Mr. ROBERT C. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, EVARTS, RIGGS, WETMORE, STUART, TAYLOR, BARNES, WAITE, WHIPPLE, LYMAN, and President HAYES, with the General Agent, Dr. BARNAS SEARS.

The Secretary *pro tem.* read the record of the last meeting.

Prayer was offered by Bishop WHIPPLE.

The Chairman addressed the Board as follows:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY
EDUCATION FUND:

It has but seldom happened, since the organization of this Trust, in February, 1867, that we have been spared from the pain of taking note, at our successive Annual Meetings, of the death of some one of our associates. We may well be grateful to God that, in so exceptional a year as that through which we are passing, and at a season when the Southern portion of our country is suffering from so severe and fatal an epidemic,—awakening all our sympathies, and happily receiving all our succors,—we are permitted to meet to-day with our own number unbroken. There is no vacancy to be filled in our little Board of Sixteen, though all are not present.

General Grant has not yet returned from his European tour. Our Secretary, also, Mr. George Peabody Russell, still remains abroad. And, greatly to our regret, General Henry R. Jackson, of Georgia, has found himself unable to be with us on this occasion. But we have a quorum in attendance, and we are all happy to welcome to our councils our latest elected associate, the President of the United States. In breaking away from his official cares and duties at Washington, to lend his presence, and the prestige of his exalted position, to our Annual Meeting, he has signally manifested his appreciation of our work, his sympathy with the South, and his sense of the pre-eminent importance of Common School Education to the best interests of the whole country over which he presides.

But let me not omit to congratulate you, and to congratulate myself, especially, as one upon whom a more than common responsibility was devolved by Mr. Peabody, in the direction of this Trust, that our General Agent, Dr. Sears, is with us again in health and strength, with unabated courage and confidence in his work, and with a Report which gives abundant proof of the zeal and the success with which his onerous duties for another year have been discharged. I did not, of course, include him among the Sixteen of which the Board is composed, as he is not a Trustee; and as I felt sure, moreover, that you would all agree with me that no mere added unit, nor any figures of arithmetic whatever, could adequately represent his value to this Trust.

His Report, I rejoice to say, will afford us renewed assurance that, notwithstanding the serious shrinking of our income,—of which our faithful Treasurer, Mr. Wetmore, will give an account,—the cause of Free Public Schools at the South has made most encouraging progress during the past year; and that though we can do nothing,

as a Board, towards relieving the physical sufferings of our Southern brethren, while the plague is raging around their dwellings, we can do, and have done, and are doing, not a little to promote that intellectual and moral improvement, which must sustain them in every trial and be the basis of their future prosperity and welfare.

The Board is now ready for the Report of our General Agent.

The General Agent then read his report:—

TWELFTH REPORT OF THE GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—The year just brought to a close has been one of unusual pecuniary embarrassment to all the schools of the South. While every branch of the department of education has been affected by it, that relating to the employment of teachers and public officers has suffered most. Cheapening the labors of the men on whom the vitality of the system depends is a more dangerous experiment than is generally supposed. Without calling in question the necessity of reducing public expenses, our most considerate educators have sometimes felt that, in discriminating against the schools, the public authorities have seemed to prefer immediate material prosperity to the future well-being of society.

Yet there has been, upon the whole, a kindly and generous interpretation put upon the financial measures adopted by State and city governments; and both teachers and school officers have, with few exceptions, remained at their posts, and labored as diligently and faithfully as they would have done had they been fully paid for their ser-

vices. This remark applies especially to those teachers who are pre-eminent in their profession, and yet have received no more pay than their inferiors. We cannot but recognize in this deliberate submission to privation and suffering a signal proof of devotion to their work, and of strong faith in their cause. If they had any serious misgivings as to the final triumph of the public schools over all opposition, they would undoubtedly have sought other more secure and permanent occupations. It is confidently believed by them that, when a period of ordinary prosperity shall return, the people can be trusted for a reasonable degree of liberality in the support of schools.

Notwithstanding these discouraging circumstances, the schools in most of the States, instead of deteriorating, have advanced in almost every respect. The attendance was never so great; the interest of the people, never so general. The management of affairs external to the school-room, by all the grades of officers, is materially improved. Experience in their work, conference with their associates or superiors, the reading of reports and journals of education, and the general progress of public sentiment, have conspired to effect great improvement in the conduct and supervision of schools. Still more observable is the proficiency made by teachers in the knowledge of their art. This is owing, in great measure, to the influence of Teachers' Institutes, which are multiplying and improving in efficiency in almost every State. During the critical interval between the establishment of public schools and of Normal Schools, much depends on a vigorous effort to induce and stimulate the whole body of teachers to adopt a more rational, judicious, and methodical mode of instruction. An approximation, near or remote, in the great mass of teachers, to the standard of those professionally educated, has been effected: sometimes by county organizations,

under State supervision; sometimes by bringing together teachers from all the counties of a congressional district; and, in one instance, by assembling the teachers of a whole State to receive instruction for a period of six weeks. This is a new feature in the school operations of the Southern States, and is now more rapidly revolutionizing modes of instruction than any other measure that has been tried. No part of the funds at our disposal have produced greater or better results than that contributed to this object.

It is both encouraging and embarrassing to see how eagerly the people of all the States are looking to us for a little assistance,— just enough to enable them to meet the present emergency; and, though we can respond to a small part only of the calls made upon us, we receive from the school boards and from the State Superintendents the strongest assurances of the value of the aid we are able to render. To these may be added the high estimation in which our labors are held by the United States Commissioner of Education. In his recent Report, he says: "Nothing in the history of our century, indeed nothing in human history, parallels George Peabody's aid to education in the Southern States, whether we consider the amounts bestowed or the methods in which the great trust is administered." After naming the amounts given in the first ten years, he adds: "Great as these sums are, it can hardly be doubted that the methods by which the sums have been bestowed have increased their beneficial results tenfold."

The scholarships established last year have had an excellent effect. Those given to the New Orleans Normal School, in amounts of \$150 each, were used for the benefit of pupils from the country parishes. They were 10 in number. Those of the Nashville Normal College, of

\$200 each, were for pupils from beyond the limits of Tennessee. The number of beneficiaries was 19; of whom, 10 were from Georgia, 7 from Virginia, and 2 from Florida. Now that the provision has become more generally known, numerous applications are coming in from other States, 30, for example, from Mississippi, and 40 from Texas.

From these general observations, I pass to a more detailed account of what has been done.

VIRGINIA.

The Superintendent, under date of Dec. 1, 1877, for the preceding school year reports that "the work of public education has continued to progress favorably. The enrolment of pupils, the average attendance, and, I may add, the quality of the teaching, have all gained. The official management has improved in economy, system, and efficiency. Efforts for the improvement of teachers have multiplied. The spirit of education has been promoted among the people, and a growing attachment to the public-school system has been manifested very generally."

The number of white children in the State, between five and twenty-one years of age, was 280,149; that of colored children, 202,640: making in all 482,789. Of these, 139,931 white children and 65,043 colored were enrolled in the public schools, amounting to 204,974, or somewhat less than one-half. The average daily attendance was only 117,843. The current expenses for the public schools and school officers were \$949,721; and for permanent improvements in real estate, houses, and furniture, \$100,625. The total expenditures, for all purposes, were \$1,050,346. Although the current expenses were reduced \$36,000, the school work was increased, and the number of pupils was 5,000 greater than the year before. "The area of neglected territory," the Superintendent further remarks,

"becomes smaller each year. Owing to the co-operation insured by the school system, our most sparsely settled regions are already enjoying opportunities of education never enjoyed before, and not possible under other instrumentalities."

"The General Agent and Trustees of the Peabody Fund have pursued a very kind and liberal policy towards Virginia. Under the wise administration of the General Agent, the donations distributed have exerted educational power tenfold greater than is ordinarily effected by the same amount of money."

Teachers' Institutes have been held as usual; and the Hampton Normal Institute continues to train colored teachers as heretofore, and is doing a good work.

It is well known that the State is largely in debt; and the courts have decided that the school fund may be used for the benefit of the creditors. How much money may thus be diverted from the schools, it is impossible to say. Certainly, the prospect is not very cheering. This drawback, however, must be temporary; for "public sentiment," says the Superintendent in a recent letter, "has not gone back, but is stronger to-day in their favor than ever before." We cannot safely diminish our contributions to Virginia the ensuing year.

NORTH CAROLINA.

In this State, the provisions for education are altogether inadequate. There is a great lack of funds, and also of proper organs to execute the law. So long as a meagre State tax is the sole reliance for the support of schools, they will inevitably languish. Double the amount of money now raised would be a scanty supply. The organization of boards of education, and of the other branches of school administration, is radically defective. There can-

not be a general system of good schools on the present plan. In a Memorial of the Teachers' Association of Central North Carolina, addressed to the General Assembly, July 2, 1878, it is said: "The amount raised by taxation and otherwise for supporting common schools is totally inadequate for the purpose. At the most, schools can be held only for an average of two and a half months per annum." The State Superintendent, on a recent public occasion, in showing the necessity of immediate action on the subject, both by the people and the legislature, said, evidently giving the dark side of the picture: "The people take but little interest in the public schools, because they are so poorly managed. The country is filled with teachers who are totally incompetent for the great work which they have undertaken. Many of our school-committee men cannot read their names. The Board of Commissioners constitute the county board of education. This is tacked on to their other duties, and is rarely attended to. Consequently the people become apathetic, the legislature imbibes the same spirit, and nothing is done."

While all this is true of what is at present to be seen in action, there is a reasonable ground of hope in the awakening consciousness of the educational wants of the State among the better class of citizens. Leading public men, gentlemen of the press, and eminent scholars and teachers, are uniting in a general movement for introducing into the State a new era in education. The occasion for action has arrived. Will the people meet it?

One of the most encouraging signs of reform is the extraordinary interest taken in the sessions of the Normal School at the State University, where teachers from sixty counties, under a large corps of Normal educators, receive instruction for a period of six weeks. The influence of this summer school, held under State auspices and aided

by the Peabody Fund, is even greater than it was last year. It was an unusual and most cheering sight to behold nearly four hundred enthusiastic teachers going through their professional drills, under the eyes of distinguished persons of both sexes, who resorted to the place to witness the performances. The President of the University remarks: "We have stirred up an enthusiasm on education never before seen in this State." If the work thus auspiciously begun is carried out, and a public sentiment created that shall be reflected by the legislators, we may hope a better opportunity will be offered us for giving effective aid to the schools of the State. Till then, it must be given cautiously and sparingly.

SOUTH CAROLINA.

The Report of the new Superintendent for 1877, who entered upon his duties about the middle of the year, shows that 2,483 schools, with an attendance of 102,396 children out of 228,128, were in operation for a period averaging three months. The State had appropriated \$100,000 for their support. But the Superintendent soon ascertained that several of the counties were badly in debt. Both the legislature and the county officers were much in the dark as to the state of the funds, and several serious blunders were the consequence. Referring to these, the Superintendent remarks: "The disorder into which the public school system was thrown during the first six months of the year would have been enough to impair seriously its efficiency; but the diversion of a large portion of the school fund to the payment of debts which were not incurred under this administration, has been productive of evils which were not foreseen, and which it has not been possible to correct." The school law was very defective. The funds needed to be more strictly guarded, and meas-

ures adopted to preclude the appointment of ignorant and unworthy persons as school officers and teachers. The Superintendent represented that, with a little pecuniary assistance to pay travelling expenses, he could hold a conference with some of the best educators in the State, and prepare a revision of the laws, which would be undoubtedly adopted by the General Assembly. The request was granted, and the work was done with the happiest results. The amendments proposed were passed, and the improved law is now in successful operation.

The State and County Boards are so constituted as to prevent the abuses above referred to; and there is reason to believe that the system will be administered intelligently and honestly. A method of taxation is established better adapted to the condition of the people, and one that will yield more and more from year to year, though the amount at present will not much exceed \$300,000.

Hitherto, no city except Charleston has supplemented the State funds by levying a local tax. An effort is now made, with good prospects of success, to induce other large towns to follow this example.

In a letter dated July 18, 1878, the Superintendent says: "There has been a marked increase in the interest felt by the better class of our people in the public schools. The tax-payers begin to realize, for the first time, that their children are receiving a portion at least of the benefit of the money collected for schools."

GEORGIA.

This State has made the mistake, by no means uncommon, of putting into its new Constitution what, if expedient at all, might better have found a place in an act of the legislature. It contains the two following provisions: "There shall be a thorough system of common schools

for the education of children in the elementary branches of an English education *only*." "Nothing contained in Section First of this Article shall be construed to deprive schools in this State, *not common schools*, from participation in the educational fund of the State, as to pupils therein taught in the elementary branches of an English education."

The limitation of instruction to elementary studies will be likely to prove an embarrassment, if not an obstruction, to a complete gradation of the schools. It has often been objected to a State system of education that it does not furnish enough knowledge to fit one for the duties of citizenship. The reply has been that, while it gives to all the beginnings of knowledge, which may be indefinitely expanded, it provides instruction for an intermediate class between those who are highly and those who are poorly educated ; that this class, sympathizing with both the others, as neither of the two can do with each other, will bind all the parts of society together ; that, belonging as they do to the common people, they can, by close contact, influence and lead those next below them, and thus prevent hostile divisions and insurrections. The political importance of a large number of men trained in the higher grades of the public schools, to give stability and order to society, can hardly be over-estimated. Evidence of this has been furnished in some of the States within the last twelve months. The surest way, therefore, to educate the people for citizenship, in a republic like ours, is to maintain a complete system of graded schools, open to all.

It may be that power will be given by the General Assembly to incorporated towns to maintain from their own funds a higher grade of schools than that specified in the Constitution. In that case, the evil referred to will be remedied in part. One effect, however, will still remain ; and

perhaps this was designed: it will lessen the State tax, and increase the city taxes, in which the cities will be the gainers and the country districts the losers; for, in a State tax, the city always receives back less, and the country more, than it pays.

The use of public funds for private schools is still more objectionable. At first sight, it would appear to be giving assistance to private schools at the expense of the public schools; but it will be found upon trial to operate against the interests of both. While it will in many cases either prevent or delay the establishment of the latter, it will interfere with the regularity, and partially with the support, of the former. The public money will pay for the tuition of pupils only a small part of the year. These State beneficiaries, instead of remaining in the school during the whole session, will withdraw when the public money is exhausted, and wait till the next year, and then return. This breaking off of attendance in the middle of the term not only lessens the means of the teacher's support, but makes it necessary to adopt another organization of his school for the reduction of expenses. So far as the arrangement shall be carried out, it will be nothing but a relic of the "Old Field Schools," which the age has outgrown. No doubt it will, by consent of all parties, ultimately pass into disuse. Thus it is possible that these two clauses of the Constitution will do but little harm.

By our assistance, the Superintendent has been enabled to visit the different parts of the State, and to press upon the attention of the people the duty and necessity of providing for the education of their children. Enjoying in a high degree the public confidence, and supported in his views by men of influence, he has succeeded, by means of public addresses, and of elaborate articles communicated through the press, in producing a great change in the public

mind in favor of free schools. He furnishes, in a letter just received, the following brief statistics: The total enrolment in the public schools in 1877 was 191,000. Of this number, 64,000 were colored children. The school funds amounted to \$434,000, including \$143,000 which was raised by towns and cities. There is a prospect that under the new Constitution there will be a large increase of funds.

FLORIDA.

I cannot do better than quote a few words from a letter of the State Superintendent, dated Dec. 1, 1877: "I hope I was not over urgent," he says, "in pleading in behalf of Florida for an appropriation from your Fund; and, if so, can only offer in extenuation my earnestness in trying to advance the cause of education in our State. Allow me to return my thanks for the \$3,000 promised us." "I have visited more than half of the counties in the State, and am satisfied that good results will follow these official visits. I shall continue, until I have met the Boards of Instruction in each county, and talked with every school officer in the State."

I learn from a letter received Aug. 10, 1878, that in 1877 there were 30,406 pupils in the public schools,—about 4,000 over the number reported the previous year. There is an improvement also in the quality of teachers, in the average length of schools, and in the interest taken in them by the people.

ALABAMA.

Few well-graded and well-taught schools are to be found in this State. Except in two or three cities, the funds are entirely insufficient to furnish instruction through the year; and even in them there is a painful sense of weakness, and a feeling bordering on despondency, just at this time. The

city treasuries are unusually depleted; and the counties which have always relied on the State fund, never large, manifest no inclination to tax themselves, as they have full power to do. The apathy of the people seems to be quite as great as their poverty. The rank of their teachers may easily be inferred, when it is known that the examiners are any persons whom the district trustees see fit to appoint. For these reasons, our contributions to the State are at present very limited.

The number of children of school age in 1877 was 369,447; the number enrolled in the public schools, 141,230, about three-fifths of whom were white. The average attendance was 101,676. The school expenditures for Teachers and Superintendents was \$384,993. The Superintendent writes, Aug. 20, 1878: "Our public schools for the current year, under the new system, will compare favorably with last year's under the old system." The available school fund will be about \$360,000.

MISSISSIPPI.

We quote a few sentences from the Report of the recent Superintendent, under date of Jan. 9, 1878, notwithstanding its incidental political allusions.

"The public-school system was first engrafted upon the State, under new and unparalleled circumstances, by those who were not regarded by a large portion of our citizens as fully identified with the material interests of the State."

"But during the past two years, under an administration of reform and retrenchment, these grounds of opposition have been removed; and now the great mass of the people of the State, without distinction of race or party, are found the fast friends and supporters of the free-school system."

The retrenchment referred to was in some instances ill-

judged. For example, the law limited the salary of teachers to \$40 per month. The tendency of such legislation is, as is justly remarked, "to reduce all the grades of teachers to a common level, and to pay the best what the poorest are willing to accept." "The inevitable result of such a policy," continues the Superintendent, "is to drive from the State our most competent and efficient teachers, and to substitute in their place incompetent and inefficient teachers."

The present Superintendent, in a letter dated July 17, 1878, writes: "The new school-law adopted last winter, though still defective, is, I think, better than the old law. Recent reports from the county superintendents show the public schools in most of the counties to be in a healthy condition. . . . I am endeavoring to stir up among them an interest in Teachers' Institutes. Altogether, I regard the situation as hopeful and encouraging. We only need funds now."

The statistics are very imperfect, as only 65 of the 75 counties made any report. These give 160,528 as the number of children in school, and \$481,251 as the amount of money expended. The enumeration of persons of school age, giving the number of 324,989, is said to "fall far short of the actual number."

LOUISIANA.

The Report of the Joint Committee of the Department of Education, presented to the General Assembly, Jan. 29, 1878, is an elaborate document, showing the history of the public schools from the adoption of the Constitution, in 1868, to the present time. The review is not very flattering to the successive legislatures and school administrations; and, whether it is unduly partisan or not, it contains a mass of documentary information of permanent value. It repre-

sents that school funds have been misapplied to the amount of \$2,137,369. Whatever may be said of the character of some of the legislation reported, one thing is certain, that it changed the laws so frequently that there could be but little system in their administration. Changes in the organization of school boards were made in 1870, 1871, 1873, 1875, and 1877. The present State Superintendent, in presenting his first report, Dec. 31, 1877, says, at the beginning : "The year which has just elapsed has been a period of careful reorganization of the public-school system, rather than of marked success in achieving decided results in the educational work of the State." Much of his time, as also that of the school boards, was taken up in making the investigations for a period of seven years required by the Joint Legislative Committee. "The articles of the Constitution, requiring mixed schools," continues the Report, "have been generally disregarded in the rural parishes of the State ; and the system of public education has steadily gained favor in the popular mind, only where separate schools for white and colored children respectively were established and maintained." Of the school boards of the rural parishes, but few complied fully with the requirements of the law ; yet most of them gave a satisfactory explanation.

The loss of the interest on the trust fund for the year by an unconstitutional act of the legislature, and the failure to collect much over half of the \$500,000 appropriated by the State, proved very prejudicial to the country districts, where the number of colored children required a much larger number of schools. The poll tax, which the Constitution requires to be levied on every adult male in the State, seems not to be regularly collected. "It is apparent," says the Superintendent, "that this tax has been levied chiefly on property holders, and that other persons have been exempted."

The schools of the rural districts greatly need better supervision ; and the Superintendent recommends the appointment of inspectors of schools, with duties answering to those of county superintendents in other States. The enumeration of children between six and twenty-one years of age, made in 1877, gives 266,033 ; whereas, in 1874 it was 274,688, making the decrease 8,655. There must have been a mistake in the one or the other enumeration, probably in the former. In the parishes reported, the aggregate attendance of white children was 16,042, and of colored children 17,511. There are about 20,000 more colored than white children in the State.

In the Peabody Normal Seminary, including its predecessors, the State and City Normal Schools, one-fourth of all the female teachers of New Orleans, for a period of many years, have been educated, and in the competitive examinations they have always ranked highest. In the recent election of teachers for the city, 130 of the successful candidates were graduates of these Normal Schools. They are also found in several of the rural parishes.

The Seminary is under the control of a board of regents, consisting of the State Superintendent and the Executive Committee of the City School Board, and is organized on the model of the Massachusetts Normal Schools. It is attended by 90 pupils. We have now five scholarships there ; the other five are in the Seminary for colored teachers. In the examination for the Peabody medals, eight or nine competitors were so nearly of the same high rank that it was necessary to appoint a new examination for January next. The Report of the Peabody Normal School for colored students, which was opened in September last, is quite satisfactory. " Its students," it is said, " are delighted with the lady principal, who takes so much interest in their advancement." Their number, the first term, was forty.

TEXAS.

In view of the deep interest expressed by Mr. Peabody, and felt by the Trustees, in this great and rapidly rising State, and of the want of a succinct and clear statement of the history of the efforts there made in behalf of education, I beg leave to present, in this place, the substance of our agent's report of his four years' service. Though it alludes to parties without much reserve, it contains so graphic a sketch of what has passed before his eyes that I should be reluctant to withhold it.

"The old Texans have, for forty years, earnestly desired a system of free schools. They provided a permanent fund of \$3,500,000, and 70,000,000 acres of land, now valued at \$50,000,000. But in the years 1869-73, a number of causes arose threatening ruin to all these plans of our early statesmen. Identified as I had been for nearly thirty years with those men, and being one of the few of their survivors, I regarded it as a sacred duty to aid Governor Coke, Superintendent Hollingsworth, and others, in bringing order out of confusion, and securing the ends which our fathers had in view.

"In undertaking my agency, I was met at the outset with the following difficulties : 1. Our territory is so vast, our settlements so scattered, and our population so diversified, that many think it is impossible to establish and maintain a uniform system of public instruction. Of the 1,700,000 people scattered over our vast territory, 150,000 are Germans, 15,000 are Mexicans, 13,000 are Bohemians, 3,000 are Poles, 2,500 are Norwegians, and 100,000 are colored people. 2. The great mass of the Texans are from the Southern States; knowing little of the value of free schools, and less of the best means of conducting them. 3. The party placed over Texas by the Federal Government made free

schools a grand feature of their plan of reconstruction, and conducted them on strictly party principles. In ignorance or disregard of our poverty, of the prejudices of the people, the vastness of our territory, and of the diversity of our population, they established a system that *might* have suited New York or Massachusetts, but was ill adapted to Texas. The result was such as might have been expected. Vast sums of money were squandered. An army of unpaid teachers was roaming over the country. Private schools were unsettled, and nothing was supplied in their place. There was consequently a collapse of the whole system of education. At this juncture, another party came into power. Like all partizans, they were eager to disparage even the good which others had done, and often magnified their blunders in regard to free schools. Demagogues and a venal press were, as ever, ready to pander to the passions of the prejudiced and of the ignorant, and to raise the clamor, 'Away with free schools!' 'Let every man educate his own child.' 4. All these passions were intensified by the near prospect of a prize of \$15,000,000. The Republican Constitution of 1869 had restored to the State 8,000,-000 acres of land (mostly in the older parts of the State), which had been granted to the counties for education, by the Constitutions of 1837 and 1845; land speculators holding land scrip of the State seized upon these as State lands. But, as their right to locate on lands set apart for educational purposes was questioned, they endeavored to bring odium upon the whole system of free schools, in order to make their claims more sure. They called to their aid all the power, and enlisted all the talent, that money could procure. 5. Two powerful Christian denominations had established 'church schools' in every part of the State, and were hence opposed to a State system of education.

"In going among the people as agent of the Peabody Fund, I had to grapple with all these difficulties. Sometimes the opponents met me in fiery debate, and sought to arouse against me all the passions and prejudices of the ignorant. Sometimes they assailed me in an indirect way, through the press, and used a thousand devices to prevent me from getting a fair hearing before the people. Nothing but my long identity with the educational interests of Texas, and the personal regard of the hundreds whom I had instructed, gained me an audience. I have canvassed all the counties from the Sabine to the upper Colorado, and from the Gulf of Mexico to the Red River. This embraces all the older and thickly settled counties. I have visited and lectured in all the great centres of influence. I have conferred, personally or by correspondence, with all the mayors of towns and cities, and with all our leading politicians and educators. I have utilized the principal journals of the State, and have secured the publication of short articles, and sometimes a series of articles, setting forth the importance of free schools, and disabusing the public mind of prejudices caused by former failures.

"The following ends have been attained: 1. The 8,000,000 acres of land have been rescued and saved for the schools. 2. Every leading journal and politician of both parties have declared themselves in favor of public schools in some form. 3. One of the two denominations named above has become convinced of the impossibility of meeting the wants of all the people by means of 'church schools.' The other, the Catholic, has undergone no change. What is now most needed is an improved school-law, and a more decided interest and action on the part of the people."

The Secretary of the Board of Education, in a letter dated July 1, 1878, referring to our aid, says: "The effect

upon public sentiment produced by the schools at Denison, San Antonio, Brenham, Houston, and New Braunfels, is very marked and encouraging to the friends of popular education in this State." Our Agent, Dr. Burleson, writes, Aug. 20, 1878: "Our brilliant success in Houston, Brenham, Denison (and I may add with some modification, San Antonio), has been worth \$20,000 to Texas."

The plan described in my last Report of recommending to the cities aided by the Fund experienced and skilful superintendents, to organize graded schools and to select and train teachers, was fully tried in Houston, with results which have not only gratified but astonished both the city government and the people. A few such experiments will clear away all doubts as to the value of public schools. There can be no question that this is the surest and quickest way to remove prejudices on the subject, where they exist.

The Secretary of the Board of Education, writing July 30, 1878, after saying that the reports giving the statistics of the schools the present year have not yet been received, adds: "Under our present law, our schools have prospered as they never have before." "The system has taken such deep root in the popular mind that no fears need now be entertained for the future." "There will be so many cities applying for aid from the Peabody Fund that it will be impossible for me to make a satisfactory selection." "It would take at least \$25,000 to supply the calls that will be made." "I am clearly of the opinion that the Trustees would best advance the interest of popular education in this State, if, instead of aiding a few cities, they would appropriate \$10,000 for the support of a good Normal School. I am confident that the State would liberally co-operate with them in such a work."

ARKANSAS.

The number of cities which make liberal provision for education is enlarged from year to year, though in the rural districts there is still a sad destitution. In a country of new and sparse settlements, where society is yet in a crude state, it requires much time to begin and complete the fabric of public schools. If the foundations are well laid, and the structure is seen to rise continually, though slowly, it is as much perhaps as we ought to expect.

In the State Industrial University, at Fayetteville, there is a Normal department, which is identical with the classical course of four years, except that the Normal students have a series of lectures on the methods of teaching, and some practice in the management of the preparatory classes. They graduate with the degree of A.B., like the other classical students. The State has provided for 237 Normal beneficiaries, who are entitled to four years' free tuition. There were last year 20 Normal students in the collegiate course, and 31 in the preparatory school.

There are, no doubt, so far as a general education is concerned, advantages in so nearly merging the Normal in the Classical department; but the professional education of teachers must in this way be compressed within narrow limits.

At Pine Bluff there is a branch Normal College for colored teachers, arranged on nearly the same plan, and entitled to the same number of beneficiaries. The college course of four years is preceded by a preparatory one of three years. It has been in operation just the last mentioned length of time; and all its members, 91 in number, have thus far belonged to the latter. The highest class, consisting of 20, will in their advancement enter the Normal College the ensuing year.

The condition of the public-school system of Arkansas, as reported Aug. 1, 1878, is as follows:—

“The estimated increase (taken from county reports) of schools now in session over those of the past year is twenty-five per cent.

“The number of districts voting a special tax last year was largely in excess of that of the previous year; and from report of examiners it is thought there will be but few districts that will refuse to vote a tax the present year.

“The general interest in public education is much greater than for some years past, though not enough to make the system a success.

“The fact that all our school taxes have been paid in State scrip, which is worth only 60 to 75 cents on the dollar, has been a serious drawback. This can be remedied in part by the districts voting their special tax payable in currency, which the Attorney-General decides they may do.

“A little favorable legislation by our next legislature will do a great deal towards advancing the school system in the State.”

Under date Aug. 12, 1878, the Superintendent wrote: “The school system is in a more healthy condition at present than for years. The number of schools taught is much larger than for any year since 1872. Most of the school districts will vote a five-mill additional tax. Very few voted it the past year; still fewer, the year previous.”

TENNESSEE.

We learn from the last printed Report, which is for the year ending Aug. 31, 1877, that the school population was 442,458, of which 111,523 were colored; that the enrolment was 227,643, of which 43,043 were colored, being an increase of 33,463 over the enrolment of the previous year. The schools have improved as much in the quality

of the instruction given as in the attendance. This is owing chiefly to the influence of Teachers' Institutes, and the greater care of county superintendents in the examination of teachers. The amount of school money during the year was \$718,423, which is \$120,311 less than that of the year preceding. Notwithstanding this diminution of funds, the number of schools was increased by 807, and that of teachers by 791.

Twenty-five teachers' institutes were held ; ten for white, and fifteen for colored, teachers. It is greatly to the credit of the State that its most eminent instructors gave their services gratuitously, their travelling expenses only being paid from the Peabody Fund; and that the citizens of each place in which the meetings were held generously offered their hospitalities to teachers and visitors from abroad.

The State Superintendent says : "There is but one sentiment as to the solid value of these meetings in arousing the teachers to the importance of their work, in stimulating to inquiry and exertion, in enlarging their views, and in awaking their professional zeal and pride." "They are the most powerful instrumentality, and the most universally recognized for popularizing and improving the public-school system, and for elevating the standard of teaching." "The State continues to enjoy the blessings dispensed from the Peabody Education Fund. Though the amount appropriated to our State is not so large as formerly, on account of a greater demand being made by our sister States, yet every consideration has been shown to our educational wants that the means of the General Agent could command. He has promptly responded to every call which could reasonably be made upon him."

The condition and prospects of the Normal College at Nashville have proved to be a little different from what

was anticipated ; some things being more, and others less, favorable than was expected. We are disappointed in that no State appropriation for its support has yet been made. But it is said that the cause of our disappointment is not so much the indifference of the people as the financial embarrassment of the State. The Board of Education will renew their application to the legislature, in the hope that suitable provision for the permanent support of the school will yet be made. Certainly, the sentiment of the people in favor of a higher order of teachers is growing stronger every year.

On the other hand, the Normal College is steadily rising in public estimation. The city schools will henceforth be put in connection with it as schools of practice for Normal pupils. The course of study is now so arranged that graduates of the city high-school will take the benefit of it before becoming teachers. This action of the city authorities gives emphasis to the public voice, which has pronounced the teaching and beautiful order of the Normal College to be unsurpassed.

The establishment of scholarships for pupils from other States has already given celebrity to the college. It has not only attracted much attention in the States from which the applicants come, but has given a new dignity and importance to the school in the estimation of the people of Tennessee. In consequence of the unexpectedly large number applying for these scholarships, and for the purpose of selecting the best class to represent us in the different States, it has been determined to accept none who are not qualified to enter either the middle or senior class. By this means, we shall be able to furnish, for each State, a class of teachers competent to act as leaders in elevating the whole profession. It has been found that one example of model teaching and school organization, by a master of the art,

has had more effect upon the public at large than the support of half a dozen ordinary schools.

I visited the institution in May last, and made several public addresses during my stay of three weeks in Nashville; one of which was delivered on Commencement Day, and is, at the request of Mr. Winthrop, the chairman of our Board, and many others, appended to this Report.

WEST VIRGINIA

Is one of the least fluctuating of the Southern States in regard to education, and its history is that of a slow but steady growth.

The number of persons of school age, or from 6 to 21 years, for the year 1877, was 192,606; being an increase over the previous year of 7,810. Of these, 125,332 actually attended school, being a numerical increase of attendance of 1,828 over the preceding year, and an increase in the average daily attendance of 11,191. There was an increase also of 161 in the number of teachers employed. The schools are required by law to be taught for four months in the year.

The total value of school property in the State is \$1,714,600, being an increase on the preceding year of \$54,132. The total expenditure for the year was \$921,307; being a decrease of \$65,270, caused mainly by a reduction in the rate of teachers' salaries, and in the number of school-houses built during the year.

The five or six Normal Schools now in operation, though they are conducted as private schools, receiving from the State a certain amount for every teacher which they educate, answer one important purpose, that of giving a certain degree of training for teachers in all parts of the State.

In a communication received from the Superintendent, in July last, it is said: "All teachers employed in the free

schools are now required by law to attend county institutes for eight days during each year, and for this they are paid as though they were teaching. This law went into effect for the first time the present year; and the result, notwithstanding the inexperience of many of the county superintendents in conducting institutes, has been highly satisfactory.

"Besides these county institutes, thirteen other institutes of one week each have been provided for by the Peabody Fund. These have been conducted with especial reference to the giving of greater efficiency to the county institutes before referred to, by affording higher training to county superintendents and the higher class of teachers.

"In addition to the aid thus rendered by the Peabody Fund, sixteen schools of higher grade have also been assisted, so that they have been enabled to continue their sessions for about ten months each. The effect of this aid has been to raise the standard, and lengthen the sessions, not only of the schools assisted, but, by force of example, of many others also in the State.

"There has been a marked improvement in the qualifications and efficiency of the teachers in West Virginia, as well as an encouraging increase in the length of time for which many of the schools have been continued. Though the question of levy for the support of free schools has to be submitted by districts, biennially, to a vote of the people, there is not a district in the entire State that refuses to order, in some instances, quite a heavy tax for this purpose; and the system may be regarded, therefore, as firmly established in the will of the people."

Distribution of the Income of the Fund during the Year.

VIRGINIA.

Staunton	\$2,000	Mount Sidney	\$300
Harrisonburg	1,500	Marion	300
Charlottesville	1,500	Leesburg	300
Seven Scholarships	1,400	Botetourt	300
Teachers' Institutes	1,000	Lee County	300
Washington Co.	600	Shenandoah	300
Gordonsville	500	Berryville	200
Lynchburg	500	Culpeper	200
Norfolk	500	Tazewell	200
Manchester	500	Journal of Education	200
Winchester	500	Buchanan	150
Big Lick	300	West Point	100
Salem	300	Jefferson Institute	100
Lexington	300	Bridgewater	100
Martinsville	300		
Rocky Mount	300		\$15,350
Front Royal	300		

NORTH CAROLINA.

Raleigh	\$1,000	Fayetteville	\$400
Wilmington	1,000	Roan Mountain, for last year	200
Normal School at Chapel Hill	500	Magnolia	200
Normal School (colored) at Fayetteville	500	Bakersville	200
Greensboro'	500		
			\$4,500

SOUTH CAROLINA.

Sumter (colored)	\$600	Spartanburg (colored)	\$300
Columbia (colored)	600	State Agency	200
Rock Hill	450	Teachers' Institutes	150
Yorkville	300	Beaufort	100
Columbia	300		
Sumter	300		\$3,600
Winnsboro'	300		

GEORGIA.

Ten Scholarships	\$2,000	Atlanta University	\$200
State Agency	1,000	Agricultural College	200
Atlanta	600	Sumach Seminary	100
Savannah	600	Rabon Gap	100
Augusta	500	Stone Mountain	100
West Point	400		_____
Columbus	200		
			\$6,000

FLORIDA.

Pensacola	\$600	Fort Reed	\$300
Key West	500	Ocala (colored)	300
Tallahassee (colored)	450	Tampa	300
Gainesville (colored)	450	Waukeenah	300
Two Scholarships	400		_____
Lake City	300		
			\$3,900

ALABAMA.

Montgomery	\$500
Birmingham	300
Ashland	300

	\$1,100

MISSISSIPPI.

Water Valley	\$300
Senatobia	300

	\$600

LOUISIANA.

New Orleans Normal Schools	\$2,500	Thibodeaux	\$300
Ten Scholarships	1,500	Alexandria	300
Baton Rouge	1,050	Alexandria (colored)	300
Natchitoches	600	Opelousas (colored)	300
Donaldsonville	600		_____
Monroe	550		
			\$8,000

TEXAS.

San Antonio	\$2,000	Brenham	\$1,200
Houston	2,000	New Braunfels	350
Denison	1,500		_____
State Agency	1,500		
			\$8,550

ARKANSAS.

Little Rock	\$1,750	Bentonville	\$350
Helena	1,250	Dardanelle	300
Hot Springs	550	Springdale	200
Pine Bluff	500	Bellefonte	200
Fort Smith	500		—
Van Buren	400		\$6,000

TENNESSEE.

Normal College	\$9,000	Murfreesboro'	\$100
Shelbyville	1,400	Franklin	100
Teachers' Institutes	1,000	Trenton (colored)	100
Clarksville	500	Cleveland (colored)	100
Lebanon	500	Liberty	100
Trenton	350	Cane Creek Academy	100
Wartrace	200	Sequatchie Academy	100
Keaton Academy	200	Brownsville	100
Colored Teachers' Institutes	200	Flint Spring Academy	100
Woodbury College	150	Holston	100
Greeneville	100		—
			\$14,600

WEST VIRGINIA.

Teachers' Institutes	\$600	Charlestown	\$200
Charleston	500	Burning Springs	200
Martinsburg	500	Guyandotte	200
Clarksburg	400	Lewisburg	200
Wellsburg	350	Ravenswood	200
Mason City	300	St. Alban's	200
New Cumberland	250	St. Mary's	150
Moundsville	250	Portland	150
Journal of Education	200		—
Bethany	200		\$5,050

B. SEARS, *General Agent.*

STAUNTON, VA., Oct. 1, 1878.

APPENDIX.

ADDRESS OF DR. SEARS AT THE COMMENCEMENT OF
THE NORMAL COLLEGE AT NASHVILLE, TENN., DE-
LIVERED MAY 29, 1878.

PUBLIC SCHOOLS AND NORMAL SCHOOLS: THEIR RE-
LATIONS TO EACH OTHER.

PART I.

IN all great public interests, there is a simple underlying principle from which the whole may be developed. That principle in regard to public schools may be stated thus: Man was made for education as much as the earth was for cultivation. Both the rational and the material world lose most of their value when neglected. Not long ago, I passed, on my way to Texas, through the cultivated States of Ohio, Indiana, and Illinois. I then passed through the rich but uncultivated Indian Territory. The contrast was painful. The bounties of nature seemed to be wasted, for want of the hand of industry. I have seen a similar contrast between a cultivated and uncultivated people. Can it be that in the one case it is the same fertile earth, and in the other the same race of rational beings? Look at Britain as it was in the days of Julius Cæsar, and at England as it is to-day, and tell me what has made the difference? It is culture. Compare the Germany of Tacitus with the Prussia of the present day, and you will see the same contrast. What have China, India, Mongolia, and Central Africa, during so many ages, done for the progress of mankind? Their history, like that of the native tribes of America, is mostly worthless, because it lacks the essential element of a progressive civilization.

The difference between a totally uneducated and a highly educated man or people is as great as between an ant and an elephant. Look at a boor of Siberia, and then turn your thoughts to a Humboldt, and you would think you had crossed a continent in the animal kingdom. I agree with Huxley when he says that one such man as Arkwright or Watt is, in a pecuniary point of view, worth £200,000 to England alone. There is probably vastly more of undeveloped resources in the capacities of man than in the unseen mineral wealth of the world. If both individual man and nations are worth to the world one hundred times more when highly cultivated, as England and Prussia are now, than when sunken in the ignorance of barbarism, education is a prime necessity to man, as it is his peculiar prerogative. Education, then, should be universal, because the nature and necessities of man are universal. It is the immense disparity between these two, the want and the supply in the matter of education, which is the cause of some of our greatest troubles at this very day. With all the learning of individual men, there is among us and around us a frightful mass of ignorant and almost useless citizens, which the educated class cannot control. If you inquire into the cause of much of our domestic unhappiness, you will find that it is the want of culture and refinement. The son goes out at night for pleasure, because he finds so little at home. The daughter seeks amusement abroad by day and by night, for the same reason. The husband goes to the saloon and other places of resort, because his wife's stock of entertaining conversation is exhausted; and she herself sits solitary at home in the wearisome and dull evenings, because the family finds more pleasure elsewhere.

Now, if this be the history of many families in every community, how much of intellectual elevation, of high-

toned moral sentiment and public spirit, will be found among them? What are their social enjoyments and manners,— rational and improving, or low and degrading? elevating and refining intercourse, or sensual pleasures, and vulgar and commonplace conversation?

I need not ask what are the occupations of such families. They will be of the plainest and coarsest kind. The arts will be of the rudest sort. That skill, which in this age is an essential element of prosperity, will be wanting.

The sad story to be told of this class is that individual life is dull, monotonous, and unthinking; home life, coarse, blunt, and uninviting; social life, low and unimproving; civil life, jealous, selfish, and quarrelsome; and political life, narrow-minded, clannish, and semi-barbarous. It is as Bœotia compared to Attica; Ireland compared to Scotland; Spain, to England or Prussia; Spanish America, to the United States.

It was once, in the days of Rousseau, fashionable to admire, at a distance, savage life. Men talked and wrote much about the pure and simple life of the children of nature. We have since learned that there are more cannibals than saints among these supposed innocents. We now hear a certain class of politicians prate about the virtue and purity of an untaught rural population, as if gross ignorance were the only true basis of political integrity and public morality. If this is not putting darkness for light, and light for darkness, we do not know what is. The absurdity is too gross to admit of serious argument. It is brain, not argument, that is wanted.

And yet there are men who are indifferent, and others who are even hostile, to the general diffusion of knowledge by means of public schools. The former know not its value, because they have not yet learned what all others have,— that “knowledge is power.” Of its elevating in-

fluence, its broad daylight upon the soul, and its life-giving energy, they are totally ignorant. Though the world is full of examples, to them the page of history is a blank.

The other class appear to be more knowing than the wisest men are, and assume to be public teachers and guides. They are the apostles of ignorance, as if divinely commissioned to keep the veil on the human mind, which others are endeavoring to remove. They forget that truth and the soul are made for each other, as much as light is made for the eye and the eye for the light. They heed not the proverbs of Solomon, nor the voice of the wise men of a hundred generations, in regard to seeking knowledge. In their view, the many exist for the benefit of the few: the one to do the thinking of society, the others to do the work. Light is to shine upon these few favored sons of fortune, while thick darkness is to cover the people.

There are men — I hope there are none in Tennessee — who, if we may believe them, are not hostile to the public schools: they only wish to cut down unnecessary expenses. They want cheap schools, — the cheaper the better. They would graduate the pay of teachers by the wages of the day-laborer. "The poor," they say, "do not need accomplished teachers or expensive schools. Nothing but the simplest elements of knowledge need be taught them. They have no claim for any thing better. Many of them are vicious. Let them put their children to work. The lower classes will never rise. Why trouble ourselves about them? Education is to them a doubtful boon: it often injures the laborer by making him discon'ented. It is all fanaticism and false philanthropy." They are now prepared to turn round and say that the public schools are vulgar; that it is no place for the children of good families. Of course, the rich ought not to pay taxes for schools that

do not benefit them. These men are not opposed to public schools. Oh, no! They are the friends of a moderate, economical system of education. Deliver us from such friends. How came such fossils to turn up in this age? They are at least three centuries behind the times. They were born and bred in Sleepy Hollow. The wheel of time has been turning, and will not go back to accommodate them. The world has moved somewhat since such ideas were entertained. Feudalism is dead and buried, and not even its ghost will ever revisit the glimpses of the moon. The peasant of former centuries has disappeared; the citizen has taken his place. Now, we have only to neglect this mass of the people, to suffer their offspring to grow up in ignorance, and we shall have as plentiful a harvest of communists as France and of chartists as England has ever had. Indeed, these untutored, imported citizens, buried in our coal-mines as deeply as they are buried in ignorance, are foremost in all disturbances. They come mostly from the Old World. They are secluded from society, and breathe not the atmosphere of our institutions. They suffer from want, and in their ignorance know not the cause, and blindly become the enemies of the property holders. Strikers are the natural outgrowth of ignorance. Education is the only remedy. An ignorant populace can always be led by demagogues.

Now which is the wiser, the nobler,—to vulgarize and brutalize the lower classes, or to humanize and civilize them? That is the question for us to settle. Shall we or shall we not fasten the shackles of ignorance upon one-half or one-third of our fellow-citizens?

What folly it is in this nineteenth century to repeat the blunders of preceding centuries! It was not the light of the Reformation, but the darkness which preceded it, and which still remained, that caused the Peasants' War in

Germany. It was not Voltaire and Rousseau and their compeers that produced the horrors of the French Revolution, but Louis XIV. and XV., by sinking the people to the level of brutes. The wild beasts were only unchained by new political events. And we have terrible convulsions in store for us, if we do not tame and humanize the fierce and ferocious elements of society by a diligent and careful training of a new generation. We have signs and tokens enough of approaching danger to give us timely warning.

This crusade against public schools is as unwise as it is perilous. We live in a scientific age, and cannot get out of it. Henceforth all successful business will be conducted on scientific principles. The muscles of the hand and arm have given way to machinery. The ways of our fathers, which answered for them, will not answer for us. Improvements have infinitely varied and multiplied competitions. In Virginia, the carriage-maker, the cabinet-maker, the manufacturer of the implements of husbandry and of household articles, find that the material is carried from our forests almost to the Canada line, worked up by steam or water power, and returned and sold here at lower rates than we can manufacture them. Hand-labor is of but little account; brain-work has the ascendancy everywhere. Even in so simple a work as that of making boots and shoes, not less than seventeen patented inventions are now used. Crimping, stitching, sewing, pegging, eyeletting, riveting, are done in less time than it would require to describe the process.

One woman can make the eyelet-holes of 1,440 pairs of shoes in a day. The consequence is that fewer hands are employed, although more work is done. In Massachusetts, 30,000 fewer men in the shoe business alone are employed than there were in 1855. And yet the manufacture is increased by \$71,000,000 a year. In like manner, the great

inventions of recent times have revolutionized nearly all branches of business. The "New York Tribune," for its 30,000 readers, rolls off from its revolving cylinder and folds up twenty-four miles of printed matter for its columns every day ; and not a human hand touches the work, which is all done by machinery. But the ignorant cannot be trusted to work this machinery. The people or State that is determined to do business in the primitive way, dooms itself to irretrievable inferiority and insignificance.

Business is no longer provincial. Those who are to prosper in it must have a wider outlook than was formerly necessary. They must take vastly more into their calculations than their fathers did. Not only is the sphere of influences affecting them wider; but the relations of trade are more complicated. Business is in the hands of experts ; and a novice, though honest and industrious, is sure to be outdone. Competition is sharper than it was, and the competitors more numerous, and improved methods make it harder to keep up with the times ; the adaptation of means to ends is more exact ; and the study and forecast of coming changes in the state of business have become more common by means of increased knowledge.

In these disastrous times, our men must go to work with clearer heads as well as braver hearts. Those who take most advantage of the facilities furnished by science will carry off the prizes. While industry and economy will do much, skill will do more. The more mind there is applied to business, the more prosperity will there be.

General education, therefore, is the condition on which the success of the individual, the happiness of families, the peace of society, and the prosperity of the State, depend. How is this grand object best to be obtained ? Various methods have been tried during many centuries and in all civilized countries ; and the result of these ex-

periments is the almost unanimous opinion, that not only the best but the only way is by a State system of public schools. All other kinds of schools, whatever their merits in other respects, have failed to accomplish this object.

PART II.

As soon as such a system is established by law, and properly organized, there is at once a demand for an army of teachers. There must be not only a much larger supply of teachers, but the worthless ones must be weeded out by strict examinations.

One of the chief dangers is that of employing cheap teachers. Landor represented Hanley as saying, "The readiest-made shoes are boots cut down." So men think the readiest-made teachers are cut-down men of other employments. We have hundreds of such teachers, not one of whom has the slightest doubt of his fitness for the office.

In the great demand for them, caused by the multiplication of schools, many unsuitable persons will be likely to be employed, for want of better. Students, sometimes, who have no aptitude nor love for the occupation, will submit temporarily to the unwelcome task, for the sake of replenishing their purses. Persons out of employment will offer to teach till they can find something better to do. The young and inexperienced will always stand ready for the service, which will prove a dead loss to the pupils. As none of these classes of teachers will give satisfaction, a new teacher will be sought every session ; so that nothing but change and confusion will be perpetual. The school boards, seeing the worthlessness of teachers, will lower their wages. The more promising teachers will retire from the field, which will be held by the incompetent. No

ambitious youth will think of preparing himself for an office so little respected and so little remunerative. The schools will sink in character and reputation just in proportion as the teachers sink. Good families will withdraw their children, and place them in private schools ; and will be opposed to voting money, when so little good is accomplished. And with the great majority of children the golden period for education will be idly passed away, never to be recalled.

The great fault with untrained teachers is that they do little but teach the words and formulas of books. A Normal graduate teaches things, principles, thoughts. Every point is examined orally ; and subjects are sifted by the exercise of the judgment as well as the memory. The pupil is made to see with his own eyes, and to rely on his own observations. Books are a mere syllabus, a skeleton, to be clothed with flesh by the teacher and pupil.

Practical knowledge of almost every kind is worked in continually with the subjects of study. All the common objects of sight,— such as flowers, plants, trees, rocks, birds, insects, tame and wild animals, forms, colors, and dimensions ; manners, morals, laws of health ; gymnastic exercises, drawing, and the cultivation of the voice,— receive special attention. This common-sense knowledge of useful things is a vital part of popular education. Instead of this, how often are the poor children wearied with the endless repetition of mere words, the dry and stale lumber of the books !

The only way to prevent such disastrous results, and to make the schools the pride of the people, is for the State to make provision for thoroughly training a large body of teachers. When schools are established in every district, and a law is passed that none but competent teachers shall be employed, a profession is established, and persons can

afford to prepare themselves for it. It will thus become a permanent and attractive occupation when the schools become annual, and when graded schools open the way for promotion from the lower to the higher grades.

To make a suitable provision among teachers certain, it is necessary to establish Normal Schools, which is the proper function of the State. This will give dignity to the profession, and produce a radical change in the schools. Can any thing be more desirable than these two objects? Is there any greater reproach resting upon our system of education than the low character of many of the schools, and the utter incompetency of many of the teachers?

I know it is said by those who do not believe in progress, that a teacher is born, not made, which in its true sense only means that he should have a natural aptitude for his calling; just as if this principle were not applicable to a lawyer, physician, or even to an artisan of any kind. In addition to this aptitude, which only indicates what one's occupation should be, without fitting him for it, every man should be bred to his profession. To be a great scholar, even a genius must be a diligent student. To be a great general, one must be not only born to command, but educated to command.

There is nothing peculiar in the case of the school teacher. His profession is like other professions, and requires special preparation as all others do, and for precisely the same reason.

The objection has been made to Normal Schools, that knowledge is what the teacher needs, and that our literary institutions furnish it best. This is only half of what the teacher needs, and much the easier half. You will find twenty who have this qualification, where you find one who knows how to teach and govern. This assertion is made not from a theoretical point of view, but from a large

experience and observation. I was for some years connected with the public schools of Massachusetts. School boards who had formerly employed college graduates, but more recently graduates of the State Normal Schools, could not be induced to appoint as teacher a young man just from college, without a Normal training. This is the more remarkable as the members of the boards were themselves generally college graduates. It was found by trial that a knowledge of what is commonly taught in learned schools is not all that a teacher needs. He must know how to enter into the hidden recesses of the youthful mind, and from that point work outward and upward. The pupil is like a treasure in the sea, and the teacher like a diver who goes to the bottom to bring it up. If you do not descend, and ascertain first exactly where the child's mind is, you will not bring him up where you are. The descent of the teacher is essential to the ascent of the pupil.

The beginnings of knowledge are obscure and mysterious. This is especially true of written language,—the first thing with which the primary teacher has to deal. The sound of long *o*, for example, has seven different representations; and each of these has a different sound in other words. How does the ordinary teacher go to work? He makes the child commit to memory the *names*, not the *powers*, of these letters. What would you think of the teacher of chemistry who, instead of showing what oxygen, hydrogen, and nitrogen are, should merely give out the names to be committed to memory? There is but one thing more absurd; and that is what an educated man once did, who could teach Latin, Greek, and mathematics. He called up a child, and, pointing to the middle of the alphabet, said, "Go to your seat, and get that lesson."

He who can begin with a child, and skilfully carry him through the first fifteen years of his life, does the greatest thing that is ever done for him.

It is said by those who know no better, that a Normal School is nothing after all but a State high-school. They might just as well say that the science of medicine is nothing but physiology, civil engineering nothing but mathematics, and mining nothing but mineralogy,—all of which are taught in our colleges. All professions are based upon general science and literature, but are built up on a structure of their own. There is a science of teaching, and an art of teaching. A complete theoretical and practical course, illustrated in all the branches to be taught, with their environments, is found nowhere out of the Normal School. To make this evident, one needs only to learn what a Normal School actually is.

Besides reviewing elementary studies to see that there are no chasms, no weak points, and pursuing advanced studies to shed their light on the former, both courses are peculiar in this, that every step is taken with reference to the art of teaching. Then there is the difficult but indispensable study of the juvenile mind :—its intuitions and instincts ; its dominant faculties, and the order of their development ; its delicate organism, weaknesses, and perils ; its active but one-sided curiosity ; its tastes and aversions ; the causes of its lethargy or apparent dulness ; the kind and degree of stimulus it needs ; its social or unsocial tendencies ; the play of its various passions ; its biases to good or evil ; its condition, as affected by domestic example and training ; the key which will unlock the secrets of its character ; the passion through which it can be governed ; its impulsiveness and changeableness ; its love of living concrete forms, and distaste for abstractions ; its irrepressible imagination ; its active but feeble intellect.

All these are psychological facts relating to the minds to be taught. Next comes the art of teaching, its conditions and processes :—In general, how to unfold a subject

from its elementary principles ; how to awaken interest and excite curiosity ; how to create a sense of propriety and form a pure taste ; how to transmute the lower into higher motives ; how to direct all knowledge to practical utility ; how to make order do the work of discipline :— In particular, one must know the adaptation of instruction to capacity and attainment ; the way to find a firm footing to begin with ; a sure method of advancing from the known to the unknown ; the right proportion of teaching to study and thought ; the relative claims of each branch of study ; the management of the bright and the dull ; the proper indulgence or repression of individuality ; the kind and amount of actual knowledge to be given. There is a still broader and higher view of education to which the teacher must aspire. On this subject, a new and progressive science is springing up. On what fundamental principles it should be founded and conducted is a question which is now tasking the strongest intellects of the Old World. The ablest philosophical writers of Germany and England have taken up the subject.

Since the education of the entire mass of the people has been undertaken by all civilized nations, a vastly wider range is given to the subject than was known to the old writers. The true aim of education is to be more carefully fixed,— the kind and degree of it appropriate to the public schools ; and the better preparation for the duties of life are to be more nicely adjusted. Reform—not mere innovation made on untried theories, or one-sided, empirical methods, or any dead mechanism,— but sound, rational reform, founded on well-tested principles, is to control the whole process. Shall all this pass over our heads ? Or shall the great thoughts of the foremost men of the age be put into a practical form, and applied in all the schools of the land ? They must be made known by means of

Normal Schools to the great body of teachers. Unfortunately, Normal Schools, which ought to come first, come last, in a State system of education.

They ought to be in operation two or three years before the public schools are opened. Then we should be saved the mortification of starting schools that are hardly respectable, and of staking their reputation on an unfair experiment.

In all these Southern States, we labor under this great disadvantage. This dead weight will hang upon us, and create a popular prejudice, till our teachers are professionally educated. The longer we delay, the greater will be the sacrifice both in treasure and reputation. The money paid to poor teachers is more than half wasted. Our motto should be, "Good teachers or none; good schools or none."

And now a word as to the future of this Normal College.

It has been in operation three years. The Peabody Fund has paid \$24,000; the University fund, \$9,000. The State has not yet made any appropriation; but it has put it in charge of its Board of Education, and the University has given the use of its magnificent grounds and building.

It is not difficult to see that this mode of support cannot long continue. What shall be done? I can easily imagine that the extreme parts of the State might object that, though they should pay their full share of the expense, they would not have an equality of privileges in a central Normal College.

Let provision, then, be made, in some way, for paying the travelling expenses of those pupils who come from a distance; thus making the advantages equal to all. That, certainly, would be the most economical and convenient arrangement for the present; and, if in the course of time

any thing else should appear to be more satisfactory, the way would be left open for a modification of the plan. Shall not some measure be adopted to place this college on a permanent foundation? Will the State allow one of its best institutions to languish and die from neglect? It can now easily be made not only a first-class Normal School for Tennessee, but, by means of the Peabody scholarships, a great Southern institution. Does any Tennessean desire to see it removed to another State? Georgia has already ten scholarships; Mississippi has applied for nearly thirty for the next session; five other States are looking to this place for the education of their teachers. Many thousands of dollars will be brought into the State, probably twice as much as it will itself pay for the school. You will be honored by having one more added to your great schools of learning. Let the people of the State secure the boon that is offered to them, and they will not find the Trustees of the Peabody Fund wanting in generosity.

Mr. STUART, referring to a passage of the Report, on page 152, explained that the coupons of the Virginia State debt could, by decision of the court, be paid as taxes; and it was thus that the fund for public schools was diminished.

Gen. TAYLOR spoke of the generosity of the North to the South suffering from yellow fever; and asked permission to offer a Paper on the subject at the next meeting.

An invitation was received from Mr. Bickmore, Superintendent of the American Museum of Natural History, to visit the Museum, and the Secretary

pro tem. was directed to return the thanks of the Board.

The Treasurer read his Report, which was referred to the Finance Committee.*

Messrs. RIGGS and LYMAN were appointed as Auditing Committee.

The following Report was received and accepted:—

The Committee to whom was referred, at the last meeting of the Board, the matter of the Consolidated Association Planters of Louisiana Bonds have to report: that these bonds, amounting to \$69,600, have, with the past due interest to Jan. 1, 1874, \$5,220, together \$74,820, been exchanged for and funded at 60 per cent into State of Louisiana Consolidated 7 per cent bonds, due in 1914; making now held by the Trustees \$44,800 in bonds, and a certificate or fractional part of bond, \$92. They would suggest that the funded interest on the above bonds remain as principal.

(Signed)

GEORGE W. RIGGS.

SAMUEL WETMORE.

Whereupon it was

Voted, That the past due interest on the Consolidated Association Planters of Louisiana 5 per cent bonds, funded at 60 per cent, into State of Louisiana Consols 7 per cent bonds, be treated as investment of principal.

Voted, That the action of the Committee, to whom was referred the matter of the Consolidated Association Planters of Louisiana 5 per cent bonds, in exchanging the said bonds for, and funding them at, 60 per cent into State of Louisiana Consolidated 7 per cent bonds, be and the same is hereby approved.

* The Report will be found in the Appendix.

The following Report was received and accepted:—

The Committee to whom was referred at the last meeting of the Board the question of the City of New Orleans 6 per cent Bonds have to report, that, in view of a decision by the State District Court, in a case favorable to the Consolidated City Bonds of New Orleans of 1852, they regarded any action respecting the bonds unnecessary. Subsequently, in another court, an adverse decision was given in a case, and the whole matter as to these bonds remains unsettled.

(Signed)

GEORGE W. RIGGS.

SAMUEL WETMORE.

On the motion of Mr. Riggs, it was

Voted, That the action of the Treasurer in investing the proceeds of \$359,500 U. S. $\frac{5}{20}$ 1865 bonds, "called in" with the principal withdrawn from The United States Trust Company \$3,756.82, in the following securities; namely, in U. S. 5% Funded Loan 1881, \$172,800; and in U. S. $\frac{1}{40}$'s, \$179,200,— be confirmed.

A letter from Rev. H. F. Johnson, touching the establishment of a Normal School in Mississippi, was referred to the General Agent.

The General Agent addressed the Board, and advocated a greater proportional allowance of money to the Normal Schools, and especially the Nashville Normal School.

General TAYLOR followed in support of Dr. Sears, but desired to avoid tying his hands by a definite resolution.

Bishop WHIPPLE concurred, and hoped that a high standard would be required of all schools aided by the Board.

The Chairman read Resolutions, on page 16 of the Volume of Proceedings, to show that the original intention was, first to foster elementary schools, and then pass to Normal Schools, where teachers were trained.

Mr. STUART favored helping a Normal School in Texas.

After remarks by Messrs. EVARTS and TAYLOR, the Board adjourned till 11 on the morrow.

Thursday, Oct. 3, 1878.

The Board met at 11 A.M.

There were present: Mr. ROBERT C. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, EVARTS, RIGGS, WETMORE, STUART, TAYLOR, BARNES, WAITE, WHIPPLE, LYMAN, and President HAYES, with the General Agent, Dr. B. SEARS.

The Standing Committees of last year were reappointed by the Chairman; and it was

Voted, That the elective officers be continued in office.

The Committee on the New Orleans Bonds, Messrs. RIGGS and WETMORE, were continued, with power.

The following Reports were received and accepted:—

The Committee to whom was referred the examination of the Treasurer's accounts, report that they have examined the same, with the vouchers for payments by the Treasurer, and find the same correct, showing a balance in his hands on the 28th June last of \$4,328.23, which sum appears to have been to the credit of the Treasurer in the Bank of America in this city on that day.

(Signed)

GEORGE W. RIGGS,

THEODORE LYMAN,

Auditing Committee.

The Committee to whom was referred the examination of the Vouchers for disbursements made by Dr. Sears, General Agent; report that they have examined the same, with the exception of two vouchers, No. 1015 for \$1,000, and No. 1021 for \$200 (which will be presented at next meeting), and find the same correct, and that they are for the sums paid to him by the Treasurer, excepting the last payment of \$19,000, not yet distributed.

(Signed)

GEORGE W. RIGGS,

THEODORE LYMAN,

Auditing Committee.

On the motion of Mr. FISH, it was

Voted, That the Report of the General Agent be accepted, and such number of copies be printed, under the direction of the Chairman and the General Agent, as they may think desirable, for purposes of distribution ; and that the Treasurer's Report and minutes of the proceedings be included.

General TAYLOR, in continuance of his remarks of the day before, presented, in behalf of the Southern members of the Board, the following paper:—

The pestilence now afflicting many districts in the South has a measure of compensation in the opportunity afforded to the generous benevolence of the North,—a benevolence only limited by the supposed necessities of the sufferers. The Trustees from the Southern States connected with this Trust, established by a son of Massachusetts for the benefit of Southern children, have witnessed the interest manifested in its administration by eminent citizens of the Northern States with whom they have been associated, and can feel no surprise that Northern charity reaches the farthest boundaries of our country, and that the tender kindness of Northern hearts is above the influence of the apostles of sectional hate. These facts will be recognized and appreciated by the people of the South; and, great as has been the influence of the Peabody Fund, we confidently expect a higher estimate of the labors of this Board, as its efforts to advance the cause of education in the South will be accompanied and elevated by the spirit of brotherly love, so widely exhibited.

We ask permission to record our sentiments in the Journal of the Board.

(Signed)

ALEX. H. H. STUART, of Va.

R. TAYLOR, of La.

WILLIAM AIKEN, of S. C.

GEORGE W. RIGGS, Dist. of Col.

Permission was unanimously and cordially granted.

There followed a discussion, in which the Chairman, and Messrs. EVARTS, STUART, and the General Agent took part, on the wisdom of distributing a greater number of medals among the schools. The general sense of the Board was that the number should be increased.

The Annual Meeting was then dissolved.

THEODORE LYMAN,
Secretary pro tem.

Statement of Securities held by "The Trustees of the Peabody Education Fund."
October 1, 1878.

DESCRIPTION OF SECURITIES.	RATE OF INT.	DUED.	PAR OF SECURITIES.	VALUATION.	PRINCIPAL.
FIRST GIFT.					
U. S. 1881's, Act July 17, 1861, Registered Bonds	6	• • • • •	56,000	103%	61,810.00
U. S. 1881's, Act March 3, 1863, Registered Bonds	6	• • • • •	7,000	103%	7,726.23
U. S. 10-40's, Act March 3, 1864, Registered Bonds	5	• • • • •	104,000	2	101,920.00
U. S. 10-40's, Act March 3, 1864, Registered Bonds	5	• • • • •	175,700	—	186,480.45
U. S. Funded Loan, 1881, Registered Bonds	5	• • • • •	202,000	3	208,060.00
U. S. Funded Loan, 1881, Registered Bonds	5	• • • • •	210,900	—	235,021.68
U. S. Funded Loan, 1881, Registered Bonds	5	• • • • •	172,800	—	182,840.96
The United States Trust Company, of New York. Cash on deposit			928,400		983,859.34
Loss on U. S. 5-20's, 1865, \$221,100; Registered Bonds "called in"		5,262.73			30.42
Loss on U. S. 5-20's, 1865, \$359,500; Registered Bonds "called in"		10,847.51			16,110.24
SECOND GIFT.					
City of Pittsburg 4 per cent. Bonds	4	1 Jan., 1913	30,000		30,000.00
" 5 " 6 per cent. Bonds	5	1 " " 1905	8,000		8,000.00
City of New Orleans 6 per cent. Bonds	6	1 July, 1892	30,000		30,000.00
City of Louisville Bonds issued to Louisville & Nashville R.R. Co.	6	1 April, 1883	10,000		10,000.00
State of Alabama Bonds	Various	1900	79,000		79,000.00
State of Louisiana Consolidated 7 per cent. Bonds	7	1 Jan. 1914	79,200		79,200.00
State of Louisiana Consolidated 7 per cent. Bonds	7	1 " " 1906	11,900		11,870.97
Consolidated 1st Mort. S. F. Bonds, Columbus, Chicago, & Ind. Cent. R.R. Co.	7	1 April, 1908	44,800		44,800.00
2d Mortgage Bonds, Syracuse, Binghamton, & New York R.R. Co.	7	1 June, 1887	90,000		90,000.00
U. S. 6 per cent. Currency Bonds, Registered	6	1 June, 1887	98,000		98,000.00
U. S. 10-40's, Act March 3, 1864, Registered	5	1 June, 1887	82,000		93,619.39
U. S. 10-40's, Act March 3, 1864, Registered	5	1 June, 1887	185,000		208,349.67
U. S. Funded Loan, 1881, Registered	5	1 June, 1887	3,500		3,714.29
City of Mobile Fundable Scrip			158,300		177,202.21
Certificate for fractional part of State of Louisiana Consolidated 7 per cent. Bond			909,700		963,756.53
The United States Trust Company, of New York. Cash on deposit			• • • • •		250.45
Loss on State of Louisiana Bonds exchanged and funded; Principal, \$19,000, @ 60 per cent = \$11,400		\$7,600.00			92.00
Less by Interest funded and now held as Principal		470.97			14.44
Loss on City of Mobile Bonds exchanged and funded; Principal, \$34,300, @ 75 per cent. = \$25,725		\$8,575.00			
Less by Interest funded and now held as Principal		4,525.45			
Loss on Consolidated Association Planters of Louisiana Bonds exchanged for and funded into State of Louisiana Consolidated 7 per cent. Bonds; Principal, \$60,600, @ 60 per cent = \$41,760		\$27,840.00			
Less by Interest funded and now held as Principal		3,132.00			
			24,708.00		
					35,886.58
					1,000,000.00

First Gift. Inactive.—464 State of Mississippi (Planters' Bank) 6 per cent. Bonds. \$1,000 each.

Second Gift. Inactive.—143 Florida 6 per cent. Bonds, of which 21 Bonds are for \$1,000 each, and 122 Bonds are for \$1,000 or £225 each.

Statement of Changes in Securities under the First Gift, since June 30, 1877.

The U. S. 5-20's, 1865, Registered Bonds, Act March 3, 1865, amounting to \$359,500, were "called in" by notice of the Secretary of the Treasury, June 11, 1877, for redemption, Sept. 11, 1877. The gold was sold, and the proceeds were re-invested as follows:—

\$359,500 per valuation @ 5½ premium (as originally given on 7-30 Treasury Notes):	\$380,171.25
259,500 gold was sold @ 102½	\$266,798.43
100,000 gold was sold @ 102¾	102,750.00
	369,548.43
Less Commission paid	224.69
	proceeds, \$369,323.74
Showing a Loss of	10,847.51
	380,171.25
The proceeds of the above Bonds	\$369,323.74
And principal on deposit in the United States Trust Company, of New York, withdrawn	28.09
	369,351.83
Were re-invested in Registered Bonds as follows:—	
U. S. 5 per cent Funded Loan, 1881, \$172,800,	
@ 106½	\$184,464.00
Commission paid	108.00
	\$184,572.00
U. S. 10-40's, \$173,000 @ 106½	184,461.25
Commission paid	108.12
	184,569.37
	369,141.37
Deduct Accrued Interest on Bonds at date of purchase, on U. S. 5 per cent. Funded Loan, \$1,680.62; premium (Est'd) on gold, \$50.42	1,731.04
U. S. 10-40's, \$947.90; premium (Est'd) on gold, \$28.44	976.34
	2,707.38
	\$366,433.99
Leaving a balance of Principal of \$2,917.84, which was invested in U. S. 10-40's, \$2,700 @ 107½	\$2,902.50
Commission paid	1.68
	2,904.18
Deduct Accrued Interest on Bonds at date of purchase, \$16.27; premium (Est'd) on gold, 49c.	16.76
	2,887.42
Cost of Bonds	\$369,321.41
Balance in The United States Trust Company of New York	30.42
	369,351.83

RECAPITULATION OF THE COST OF BONDS.

U. S. 5 per cent. Funded Loan, 1881	\$172,800.00	\$184,572.00
Less Accrued Interest		1,731.04
Net cost		\$182,840.96
U. S. 10-40's	\$173,000.00	184,569.37
Less Accrued Interest		976.34
Net cost		183,593.03
U. S. 10-40's	2,700.00	2,904.18
Less Accrued Interest		16.76
Net cost		2,887.42
		186,480.45
	\$175,700.00	

*Statement of Changes in Securities under the Second Gift,
since June 30, 1877.*

Principal on deposit in the United States Trust Company, New York, withdrawn			\$3,728.73
Which was re-invested in Registered Bonds as follows :—			
U. S. 10-40's	\$3,500.00, @ 106½	\$3,731.87	
Commission paid	2.18		
		\$3,734.05	
Deduct accrued interest at date of purchase, \$19.18; premium (estimated) on gold, 58c.	19.76		
Net cost			
Balance in The United States Trust Company, of New York		\$3,714.29 14.44	3,728.73
 The Consolidated Association Planters of Louisiana 5 per cent. Bonds, amounting to \$69,600, have been, with the past due interest to January 1, 1874, exchanged for and funded into State of Louisiana Consolidated 7 per cent. Bonds.			
Principal, \$17,400 . due June 30, 1870			
17,400	June 30, 1872		
17,400	June 30, 1874		
17,400	June 30, 1876	\$69,600	
Interest past due	5,220		
		\$74,820 @ 60 per cent.	\$44,892
Making now held as Principal, State of Louisiana Consolidated 7 per cent.			
Bonds, due 1914		44,800.00	
And Certificate for fractional part of State of Louisiana Consolidated 7 per cent. Bond		92.00	44,892.00
The Principal, \$69,600, @ 60 per cent. = \$41,760, showing a loss of \$27,840			
By funding the Income as above, and now held as Principal, viz., \$5,220, @ 60 per cent., the loss is reduced	3,132		
	Showing a loss of		24,708.00

SEVENTEENTH MEETING OF THE TRUSTEES.

FIFTH AVENUE HOTEL, NEW YORK,
Wednesday, Oct. 1, 1879.

The Board met at 11 A.M.

There were present: Mr. ROBERT C. WINTHROP, the Chairman, and Messrs. FISH, EVARTS, WETMORE, STUART, BARNES, WAITE, WHIPPLE, LYMAN, and RUSSELL, the Secretary, with the General Agent, Dr. BARNAS SEARS.

The Secretary read the record of the last meeting, and prayer was offered by Bishop WHIPPLE.

The Chairman then addressed the Board as follows:

GENTLEMEN OF THE BOARD OF TRUSTEES OF THE PEABODY
EDUCATION FUND:

We may well congratulate ourselves on having secured a quorum for business this morning. President Hayes, as he recently wrote me, had inadvertently made engagements which would not allow him to be with us. General Grant, whom we should gladly have welcomed on his return from his memorable tour, has only reached San Francisco. Governor Aiken, of South Carolina, has been kept at home by domestic affliction. Mr. Riggs is unable to leave Washington by reason of ill health and engrossing occupation. And General Jackson, of Georgia, while on his way to join us, has been called back to Atlanta, by important professional business in the Courts. Meantime, however, Mr. George Peabody Russell has happily arrived from England in

season to resume his place as Secretary of the Board, and he will unite with us in offering our grateful acknowledgments to Col. Lyman, who has served us so obligingly, for two years past, as Secretary *pro tem.*

You will pardon me, I am sure, for detaining you for a few moments longer from the satisfaction of listening to the Annual Report of our General Agent. His own welcome presence, in unabated health and strength, affords the best assurance that our work is not in the way of being slighted. I rejoice to know that you will find ample evidence in his Report, that the Trust committed to our charge has been faithfully and successfully administered for another year, and has furnished renewed cause for the most grateful remembrance of its illustrious founder.

I will not anticipate the encouraging statements of Dr. Sears, as to the interest which has been manifested, in so many of the Southern States, in the policy we have recently adopted of devoting the larger part of the income of our Fund to the promotion of Normal Schools, and to the establishment of Scholarships in connection with them. Indeed, the great want of trained teachers has at last been felt and recognized in all the States within the sphere of our operations, and there is an evident eagerness to unite with us in supplying that want.

Having employed our means mainly, during the twelve years since our organization, in the more general interest of Common School Education, and having thus accomplished our primary purpose, in awakening the attention of the Southern States to that subject, and in exhibiting Model Schools, in many of their cities and towns, as examples and incentives,—we may well feel safe, as Dr. Sears suggests, in leaving that part of our work in the hands of the people to whom it is a matter of such immediate and vital concern. If, in the course of our second

twelve years, we shall have met with equal success in making provision for raising the standard of Common School Education by the professional training of teachers, and by planting Normal Schools and Colleges, for this purpose, wherever they are wanted, the closing years of our Trust may, perhaps, find some new field open for those who may then be in the way of carrying on the work committed to this Board.

Meantime, however, it cannot fail to be a subject of deep concern with us all, that so considerable a shrinkage of our income has resulted from the reduction of interest on our United States Government Bonds, and from the changes, which have been enforced on our Treasurer, in many of our State securities. Had the just and confident expectations of Mr. Peabody, in regard to our Mississippi Bonds, been fulfilled, and had our other Trust Funds continued to give us the same returns which they yielded when we received them from his hands, we could readily employ a part of our income, to the greatest advantage, at this moment, in a more direct attempt to provide for the seasonable instruction of those masses of children, and particularly of colored children, who are growing up to be voters without the slightest preparation for an intelligent exercise of the great franchise of freemen.

There is nothing in the immediate condition and prospects of our Country, which calls more emphatically for consideration and action than this state of things in so many of the Southern States. Nor is it by any means a concern of the Southern States only. It is a National necessity, of the highest exigency, that something should be done without delay to qualify, for its intelligent discharge, those on whom the elective franchise, for better or worse, has been bestowed by one of the Amendments to the Constitution of the United States. Our free institutions

rest upon intelligence and virtue, and can survive almost any thing except ignorance, and the vice, corruption, and violence which are so generally the results of ignorance.

But glad as we might be to occupy this special field, if our funds were rendered adequate by any public or private endowment, we are compelled to leave it to others, and we can only invoke for it the serious consideration of the authorities and of the people, both of the States and of the Nation.

In view of a necessity so pressing and imperative, one can find something more and better than poetry in that servid exclamation of Wordsworth, which Matthew Arnold has somewhat strangely made the subject of ridicule:—

“ O for the coming of that glorious time,
When, prizing knowledge as her noblest wealth
And best protection, this Imperial Realm,
While she exacts allegiance, shall admit
An obligation, on her part, to *teach*
Them who are born to serve her and obey ;
Binding herself by statute to secure,
For all the children whom her soil maintains,
The rudiments of letters, and inform
The mind with moral and religious truth.”

Attention was called to this subject by our General Agent two years ago, and he has given renewed expression, in the present Report, to the views which he entertains in relation to it. If the Board shall concur in those views, as I cannot doubt they will, and as I most heartily do myself, this Meeting will hardly be allowed to pass away, without some formal expression on the subject, which may be communicated to the Government at Washington. We all regret the necessary absence, on this occasion, of our associate member, the President of the United States, whose advice and counsel on such a matter,

if he felt at liberty to give them, would be of the highest interest and importance. But we can have no doubt of his hearty concurrence in any Constitutional measures for promoting the great cause of universal education.

And now, Gentlemen, I may not omit to remind you of the loss which our little Board has sustained since our last Annual Meeting. It is reserved for but few men to be the subject of a warmer personal regard than was enjoyed in the hearts of us all by General Richard Taylor. Some of us had known him, more or less, as a very young man, when, having been prepared for college, partly in Edinburgh, and partly in Lancaster, Massachusetts, and having finished his course at Yale, he had joined his gallant and noble-hearted father as an aide-de-camp in the Mexican War, and afterwards as an assistant private secretary in the Executive Mansion at Washington. As the son of a President of the United States, he had an early experience of the temptations and flatteries which proverbially surround those who are associated with the bestowment of office and patronage. But the lamented death of his father, while only in the second year of his Presidential term, threw him back on his own resources, leaving him to the management of the large estate to which he then succeeded. Not long after this event he entered into political life, and served for four years as a member of the Senate of Louisiana. Of his later career, it is enough for me to say here, that during the Civil War, having espoused the side of the State and section to which he belonged, he displayed conspicuous energy and courage, as Colonel, Brigadier-General, and Lieutenant-General of the Confederate Army; and that, when the war was ended, he submitted to its results, in the loss of position and of property, as bravely as he had borne its burdens and perils.

Elected a member of this Board in February, 1871, as the successor of the late Mr. Bradford of New Orleans, he entered heartily into our work, took an active part in many of our discussions, and was often the life of our little social circle. His latest service here, just before our adjournment in October last, was to introduce a graceful tribute of gratitude to the North, for the sympathy and succor which had been extended to the South during the prevalence of the yellow fever.

General Taylor was a man of many accomplishments, of elegant address, of great intellectual quickness, a favorite alike in courtly circles abroad and in popular circles at home, full of information and anecdote, and ready both with tongue and pen in describing his adventures and experiences. If any thing of personal or sectional bitterness has been found in the somewhat sensational volume which he published just before his death, it will be forgiven and forgotten to-day, in view of the sad and sudden termination of a life of such varied fortune, and which promised so much usefulness in the future.

He died in this city, after only a few weeks of serious illness, at the home of his devoted friend, Mr. Barlow,—which had become almost a second home to him,—on the 12th of April last, in the fifty-third year of his age, and several of our number had the privilege of acting as pall-bearers at his funeral.

Before concluding these introductory remarks, I may take occasion to present to the Board the Gold Medal which was awarded to us at the great Paris Exposition of 1877, and which was sent to me, a few months since, by the Hon. Richard McCormick, the American Commissioner General to that Exposition. It is for the Board to decide what disposition shall be made of this medal, and

of the diploma which accompanied it. The honor for all we have accomplished belongs to Dr. Sears; but I believe I shall have his hearty concurrence in suggesting, that these trophies of his untiring efforts should be deposited in the fire-proof cabinet at Peabody, the birthplace of our founder, where the portrait of Queen Victoria, presented to him by herself, the gold medal given to him by the Congress of the United States, and the gold box which accompanied his admission to the Freedom of the City of London, together with other precious memorials, were arranged with so much care, during his lifetime, and at his own request.

We are now ready for the Report of our General Agent.

The General Agent then read his Report as follows:—

THIRTEENTH REPORT OF THE GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—I am happy to renew the assurance that the work in which we are engaged is still, with the blessing of God, going on prosperously. It has made satisfactory and encouraging progress during the past year.

In former reports mention has often been made of the poverty of the Southern people. To this must now be added the necessity generally felt of settling without further delay the question of their State debts. Unless they were to resort to the easy method of repudiation, there seemed to be no way of meeting these obligations but by increased taxation, or by a great reduction of the public expenses. If a new tax were to be levied, with the certain prospect of a reduced valuation of property, such an addi-

tion to the other taxes, especially the large school tax, would seem to impose upon the impoverished people an intolerable burden. Should this measure be adopted, there was reason to fear that the usual appropriation for schools would not be made. If retrenchment rather than taxation should be resorted to, no expense would be more likely to be curtailed than that of the public schools. If both methods should be united, the result would be nearly the same. While the friends of the school system were thus perplexed as to what measures they should adopt to pay the State debt, its enemies eagerly embraced the opportunity to join the party that insisted on the strictest economy ; and sought, by the most meagre appropriations, to undermine a system which they did not deem it prudent openly to assail. On this point of reducing the school expenses a long and fierce contest in most of the States ensued. The survival of the system unimpaired, and with but a slight diminution of its funds, under the pressure of such circumstances, furnishes the best evidence of the strong hold it has on the hearts of the people.

If further proof were needed, it would be found in the testimony of a competent witness, Hon. G. J. Orr, LL.D., State School Commissioner of Georgia, who, speaking for the South at a public meeting recently held in Washington, after alluding to former objections and prejudices, said : " I am glad to say that these hindrances, so far as they rest upon long standing habits of thought, upon lack of information in respect to the new educational policy, upon the violent innovations on established modes of framing organic law, and upon speculations in reference to questions of race, have wellnigh disappeared. The people of the South have consented to give up the old and try the new ; they have studied the philosophy of the modern educational system, and many have

studied with approval ; they have dismissed speculative theories, and have accepted what they now consider accomplished facts. The most convincing proof of these declarations is found in the fact that constitutions conforming to the new ideas are generally being adopted throughout the South by conventions in which men of the old school hold absolute sway, and an honest effort is being made everywhere throughout that entire section to educate all the children, irrespective of race. The greatest obstacle of all still remains, viz., our poverty and the vast number of the helpless thrown upon our hands."

In a former Report the suggestion was made that the Federal Government might, upon suitable representation, judge it expedient to grant some aid to the Southern States in their efforts to educate the ignorant classes. The necessity of such aid is greater now than it was then. The chief obstacle to free schools for both white and colored children is found, not so much in the apathy of the people, as in their inability to provide the means for their support. The evils that are certain to grow out of popular ignorance, if the public schools are suffered to languish, or if they reach only a part of the population, will not be limited to the States where they first appear, but will cast their blight over the whole country.

It might be thought best to limit the assistance to the colored population, if any should be granted. By an act of the General Government the right of suffrage has been extended to them. A large proportion of them are confessedly unqualified for a judicious exercise of this power. If the colored people are the "wards of the nation," in what way can the nation so well perform the duties of its trust as by qualifying them for citizenship? I therefore respectfully suggest the inquiry whether the Trustees, having in some degree the interests of education in charge, may not, with-

out stepping out of their proper sphere, recommend to Congress to take some action on this subject.

Of the two grand objects which this Board has from the beginning had in view, namely, the promotion of Common School Education, and the professional training of Teachers, the former, or primary one, has been so far attained that it may, in great part, be safely left in the hands of the people, and our chief attention henceforth be given to the latter. But to guard against disappointment in this reliance upon popular sentiment for the support of the schools, it will be incumbent on us to use our utmost influence to make the people at large feel the full weight of their responsibility. Information must be diffused, and well-settled principles and maxims of education repeated, till an interest is felt in the subject that shall secure the result. With two millions of children in these States still without the means of instruction, it becomes good citizens not to slumber over the danger of their situation. The mere neglect of a great opportunity may entail disaster upon them and their posterity, by suffering a horde of young barbarians to grow up to prey upon the peace of society. The peril, if once overlooked in the critical moment, cannot afterwards be remedied by legal enactments and penal measures. If men fail to take the necessary precaution by training the young to be useful citizens, they must expect to reap a corresponding harvest, and see around them a community distinguished for "dwarfish virtues and gigantic vices."*

There is evidence, however, of decided progress in public opinion. The existence of the school system being established as a part of the policy of every State, its active supporters are now considering by what means they can best elevate the tone of instruction. It is a pleasing

* See Appendix.

coincidence that, at the very time when this Board is turning its chief attention to the improvement of the education given in the public schools, a wide-spread opinion is simultaneously springing up that the greatest want now existing in the several States is that of well-trained teachers. And yet, in some of the States that stand most in need of efficient Normal Schools, it would be impossible to provide at once the requisite funds for their establishment. So long as this state of things remains, it will be indispensably necessary not only to make diligent use of Teachers' Institutes, but to give them, by means of more concentration and permanency, greater power and efficiency. The experiment of holding them for a longer time, and for greater numbers, with an able corps of instructors, has been tried with signal success. In those cases where it shall still be necessary, for the present, to retain teachers who are imperfectly qualified for their task, no means should be neglected which would tend to enlighten them, and render them more worthy of their trust.

Though there are very few Normal Schools of a high character besides our own in the States with which we are concerned, there are several of different grades of excellence, either maintained or aided by public authority. Some of the former, and all of the latter, are for colored teachers. Virginia has no such school of its own, but it patronizes the colored Institute at Hampton. North Carolina has a six weeks' Normal School for all the white teachers of the State, and a colored Normal School at Fayetteville, kept through the year. South Carolina does not, at present, maintain one for itself, but sends pupils on Peabody scholarships to Hampton, Virginia. Georgia feels the need of a Normal School, and will not long be without one. It contributes the largest contingent of pupils to the Nashville Normal College, and patronizes

the Normal Department for colored teachers in the University of Atlanta. Florida is in a similar condition, and avails itself of scholarships at Nashville. Alabama has one Normal School for white teachers and two for colored. Mississippi formerly contributed funds to the Normal School at Tougaloo, but, on account of some disagreement with its managers, has ceased to do so. In Louisiana there is a flourishing Peabody Normal School for the white population, and another for the colored, both being in New Orleans and under our patronage. Texas has just passed a law establishing two Normal Schools, one for each race. Arkansas has two such in full operation. In Tennessee is the well-known Normal College, supported mainly by the Peabody Fund. West Virginia has nominally six Normal Schools, but they are now suffering from neglect, no appropriation having been made for the present year.

Much good has been accomplished for the colored schools by the Universities, and other endowed institutions with Normal Departments, maintained by different Christian denominations. These generally have fine buildings and grounds, and an able body of instructors. One association has already sent out from its numerous institutions 5,267 teachers, by whom about 100,000 pupils have been instructed. A large proportion of the graduates of all these institutions become teachers. There is no Southern State that is not greatly benefited by them, as each has one, two, or three within its borders.

Most of the better class of white teachers received their education in the various colleges, academies, and private schools, of which there has been no lack in the South. A more particular notice of these valuable auxiliaries of the public schools, however interesting it might be, does not come within our province.

With these observations we dismiss the general subject, and proceed to give a more particular account of the States separately.

VIRGINIA.

The Superintendent's Report for the year ending July 31, 1878, represents the school population as being 280,849 white, and 202,852 colored, or 483,701 in all. Of the former 140,472, and of the latter 61,772, were enrolled in the public schools. The average daily attendance was 82,164 white, and 34,300 colored. Thus less than half of the children of the State attended the public schools at all, and less than one-fourth attended them regularly. The cost of the system for all purposes was \$961,895, of which \$877,398 were for current expenses. In the schools for white children there was a gain of 541 over the previous year; but in those for colored children there was a loss of 3,271. The Superintendent pertinently remarks: "Here we have over 3,000 children remanded into semi-barbarism, who are soon to take their places as voters and as component parts of the social organization." Over \$250,000 of the school money have, during the last year, been diverted and used for other than school purposes. Since the Report, from which these items are taken, was made, the legislature has met and discussed, under an unusual degree of excitement, the subject of the school funds. In referring to this circumstance in his public organ, May and June, 1879, the Superintendent says: "It may confidently be hoped that no such conjunction of adverse influences will ever occur again as that which bore upon the school system last winter. These adverse influences originated in the realized poverty of the people, contrasted with the magnitude of the public obligations, which state of affairs offered the best possible opportunity to the enemies of our

school system. The crisis long threatened had come. The battle had to be joined. A readjustment of affairs had to be made. And for three long and painful months the struggle went on. It seemed to be an accepted doctrine with all parties that no settlement could be made which did not really or ostensibly leave the school funds free to be applied to their proper object. This fact demonstrated the strength of the school system. Upon the whole, we may conclude that the decisive battle has been fought and won. Three-fourths of the State money is made sure. Thus we may expect, not as much, but nearly as much, public money as in former years. And then we have an unending resource in the people themselves,—a resource which we have never properly worked."

These extracts show conclusively that what has been said above of the attainment of the primary object of the Fund, that of firmly planting the system of public schools in the hearts of the people, is true of the State of Virginia.

In its present pecuniary embarrassments, the State, however well-disposed it might be, is in no condition to act on the question of Normal Schools. The Superintendent, who had hoped that the period for considering the subject was near at hand, if it had not actually arrived, is of the opinion that time must be given for the State to recover from its depressed condition before bringing forward this measure; and that, during the interval, a considerable portion of the money received from the Peabody Fund should be applied to the improvement of the teachers now in the field. Virginia has had seven students in the Nashville Normal College.

The Report, from which we should be glad to make long quotations, contains an elaborate and exhaustive argument in favor of public schools. It furnishes a new illustration

of the sound policy of keeping the same Superintendent in office for a series of years. None but a man long familiar with the subject could have written that Report.

NORTH CAROLINA.

The number of white children of school age in the State is 273,767, and of colored children, 148,613, making a total of 422,380. The number of white children whose names are on the school records is 146,681, and of colored children 81,411. The average attendance of the former is only 82,054, a little more than half of the enrolment, and less than one-third of the whole number of the white children. The average attendance of the colored children is a little better, being 50,499. For teachers' wages \$292,892 were paid, and for other purposes \$31,394, making the whole cost of the schools \$324,286 for the year ending Sept. 1, 1878.

The Report of the University Normal School at Chapel Hill shows an attendance of 402, of whom 190 were females. "Besides those enrolled as Normal students," says the President of the University, "a number of teachers and others interested in education, visited the school, and studied its operations, making, with the Professors in the school, at least 460 who were instructed by it, or attentively observed its work. Great care was taken to secure the services of instructors who not only had acquired reputation for learning, but who were noted for peculiar skill in Normal teaching." Thirteen instructors were employed, the President and three of the Professors of the University giving their services gratuitously. The Report says further: "There were teachers in attendance who had spent years in their calling; there were teachers only beginning their work; there were those seeking to become qualified to take charge of schools. But one and all, over

four hundred of the best material in our State, gave unanimous and earnest approval of the Normal School."

The sum of \$500 contributed from the Peabody Fund was used for paying the travelling expenses of such female teachers as needed the assistance ; and also for the expenses of a part of the male teachers, when it was necessary, the State paying the balance.

The colored Normal School at Fayetteville, aided also by the Peabody Fund to the same amount, was organized in 1877, and has had an average attendance of 70 throughout the year. The Principal says in his last Report : " We find it difficult to induce young men of character and talent to prepare themselves for the business of teaching, because the pay of public-school teachers is so meagre and uncertain, and the time they are employed so limited. About two months is the average time the schools are open in each year, and the teachers receive but little more than the common laborer."

The last legislature passed a bill making a more liberal provision for the support of schools, and for the improvement of teachers ; but the presiding officers failed to affix their signatures. The case is now in litigation.

The Superintendent under date of June 9, 1879, says : " There is a very decided sentiment among our people,—and it is growing daily,—for a better class of schools and for more money to support them, and consequently for a better class of public-school teachers." This more enlightened view of the subject is largely due to the influence of the University Normal School, and of its Principal, who has spent the greater part of the year as our agent.

North Carolina proposes to send three students to the Normal College at Nashville the ensuing year.

SOUTH CAROLINA.

The last Report was for the year ending Nov. 1, 1878. The number of white children is 85,678, and that of colored 152,293, making the whole number 237,971. The school attendance of white children was 54,118, and of colored 62,121, amounting to 116,239, being an increase of 13,843 over that of the previous year. The amount paid for teachers was \$291,268, and for all purposes \$319,030.

For several years the system of public instruction was in a disordered condition ; but, during the last year, a better state of things has been manifest. We find the evidences of it in the favorable working of the new school law ; in the greater interest of the intelligent classes in the schools ; in the improved character and efficiency of school-officers ; in the large increase of attendance ; in the efforts of teachers, by means of associations, to elevate the profession ; in the more careful examination and selection of teachers ; and in the more honest and economical expenditure of the school money. But the want of Normal Schools, and of more funds, is painfully felt. Such, at least, are the views of the State Superintendent. In regard to scholarships, he says : "The Agent of the Peabody Fund has placed at my disposal ten fifty-dollar scholarships in the Normal and Agricultural Institute at Hampton, Virginia. A visit to the Institute and observation of the manner in which it is conducted, convince me that it is doing exactly what it professes to do." All but one of these scholarships have been postponed till the next year.

Again he says : "The Normal College at Nashville has attracted students from several of the Southern States. This institution has already acquired an enviable position, and its usefulness is extending each year. Application has

been made for a few scholarships for pupils from this State. It is hoped that South Carolina will be well represented there."

We take the following words from the closing paragraph of his Report : " There are dangers before us which it will require the highest patriotism and the wisest statesmanship to avoid. Nearly 57 per cent of the voting population of the State are unable to read the ballots which they cast."

GEORGIA.

The Report of the State School Commissioner for the year 1878 contains some statistical items covering a series of years, of so interesting a character that I desire to present a part of them in this connection : " There have been enrolled in the schools in the successive years since the beginning of the work as follows : in 1871, white pupils, 42,914 ; colored, 6,664 ; total, 49,578 : in 1873, white, 63,922 ; colored, 19,755 ; total, 83,677 ; increase over the attendance of 1871, 34,099 : in 1874, white, 93,167 ; colored, 42,374 ; total, 135,541 ; increase over the attendance of 1873, 51,864 : in 1875, white, 105,990 ; colored, 50,358 ; total, 156,394 ; increase over the attendance of 1874, 20,808 : in 1876, white, 121,418 ; colored, 57,987 ; total, 179,405 ; increase over the attendance of 1875, 23,011 : in 1877, white, 128,296 ; colored, 62,330 ; total, 190,626 ; increase over the attendance of 1876, 11,221 : in 1878, white, 137,217 ; colored, 72,655 ; total, 209,872."

The school population between the ages of six and eighteen in 1874 was 218,733 white, and 175,304 colored ; total, 394,037. The returns just made give the number as follows : white, 236,319 ; colored, 197,125 ; total, 433,444 ; showing an increase in four years of 17,586 white ; 21,821 colored ; total, 39,407. The number of persons in 1874 between the ages of ten and eighteen unable to read was

26,552 white, and 79,692 colored; total, 106,244. In 1878, the number was 22,323 white; 63,307 colored; total, 85,630. Notwithstanding the increase of nearly 40,000 in the school population, the number of the illiterate is diminished by 4,229 white; 16,385 colored; total, 20,614.

The number of persons over eighteen years of age at the present time unable to read, is as follows: 20,839 white; 148,494 colored; total, 169,333.

The amount of school money distributed by the State in 1878 was \$154,379, to which is to be added \$257,621 accruing from the poll tax, which never goes into the State treasury, but is retained in the counties for their respective schools. This would make the whole amount of school money \$411,000, which would be about seventy cents apiece for the children of the State,—a very inadequate sum, as all must confess.

Inasmuch as the School Commissioner has acted as our Agent in visiting the people of the State, it will not be inappropriate to present the account he gives of the results of his labors. His words are: "Early in the year 1876, I entered upon an educational canvass of the State. Since that time I have visited eighty-two counties located in all the different portions of the State.

" Since my entrance into office I have witnessed a great revolution in public sentiment. At the beginning of my first term it was almost universal for my friends to speak in despondent terms in reference to the prospect before me. For some time past I have been receiving words of encouragement from all classes of citizens, from men eminent for learning and ability, Judges of our Supreme and Superior Courts, prominent men in the different professions, leading educators, and large numbers of the common people, white and colored.

" This change is due, doubtless, in part, to faithfulness of

administration, and, in part, to written discussions, but much more largely, in my opinion, to discussions face to face before the people."

Of the Nashville Normal College he speaks thus: "There are at present six young ladies and four young gentlemen in that institution from our State; and I mention, with pleasure, that one of the former received the first medal for proficiency at the late commencement. It is expected that these young persons will return to Georgia and engage permanently in the business of teaching. I cannot think of any other application of the same amount of money, which would give promise of results so rich."

He has recently applied for double that number of scholarships for Georgia, and recommends using for this purpose most of the Peabody money that would otherwise be given to schools; and he proposes that a similar plan be adopted for the education and training of colored teachers.

FLORIDA.

Out of a school population of 72,985, of which about one-half is colored, there was, for the year 1878, an enrolment of 36,961, and an average daily attendance of 23,933. These last numbers give for the enrolment about half, and for the average attendance about two-fifths, of the children of the State. The expenditures of the year for the public schools amounted to \$134,880.

The Report of the Superintendent presents the following encouraging view: "The friends of education and those who desire the success of our common-school system cannot but feel gratified at the progress that has been made during the past two years. The statistical tables below given show that nearly one thousand schools have been organized up to this time in our State, an increase of several hundred in the period referred to, the highest number

ever before reported being something less than six hundred. The improvement in this particular may be easily seen and is most encouraging, but it is not the only feature which has marked a forward movement. A longer school term has been given, a larger percentage of the school population has been enrolled, and better qualified and more efficient teachers have been employed. Besides this the financial condition of many of the counties has been very greatly improved. At the beginning of the time embraced in my Report, a number of the county Boards were sadly embarrassed with debts which had accumulated from year to year, and which, as a matter of course, exercised a depreciating influence upon warrants. By judicious and economical management, however, these obligations have now nearly all been cancelled, and in hardly any county at this time is school scrip to be had at less than par.

"These facts not only speak well for the officers who have been connected with the Department, but they also exhibit an appreciation of education on the part of the people which is quite as desirable, and without which but little could be accomplished. I believe that all classes throughout the State are now more fully alive to the importance of maintaining the common-school system than at any period since its inauguration, and that we may hope for still higher and better results in the future."

In the selection of schools to receive donations from the Peabody Fund, the Superintendent was instructed to limit the choice to flourishing schools of marked excellence, thus freeing us from the reproach of sustaining schools for which the people feel no respect.

During the last year he completed his tour through the State, which he had begun the year before. He visited every county, and met every school Board in the State. For the present year, 1879, we are paying the extra expense

of a similar tour for holding teachers' institutes. His representation is, that the want of efficient teachers is felt in every county ; that until there shall be a Normal School to train teachers for the future, the State must rely on teachers' institutes to remedy the most glaring defects, and to augment the power and efficiency of those who now have the schools in charge. In the mean time he desires the State to continue to avail itself of the scholarships at the Nashville Normal College. In a letter dated March 19, 1879, he says : "I doubt not that there will be applicants for as many as you can allow us."

In concluding his Report, he remarks : "In almost every particular have our public schools been progressive. The system has not only grown into public favor, but the scope of its usefulness has increased and extended. The doubts and apprehensions once entertained by the colored portion of our population have been dispelled. Their schools have everywhere been in proportion to their numbers, and they express themselves as fully satisfied that justice has been accorded them.

" It is time that the public school be no longer considered with us as eleemosynary. If it is the most efficient means of educating the masses, and fitting them for the duties and responsibilities of citizenship, it should be esteemed as an institution which it is the duty of the State to support. The last census of the United States reveals the fact that over fifty per cent of our voting population are illiterate—a statement which should claim the attention of every thoughtful man, and which should commend to us any means that may be offered of enlightening the popular mind."

ALABAMA.

The school population of the State in 1878 was as follows: white, 214,720; colored, 155,525; total, 370,245. Of these there were enrolled in the public schools, 96,799 white children; 63,914 colored; total, 160,713, a large increase over any previous year. The amount paid for the support of the schools was \$376,954, which was equally apportioned to the two races according to the number of children. Of this amount, the sum of \$5,000 was paid for the Normal School for white teachers at Florence; \$4,000 for the colored Normal School at Marion; and \$1,000 for the colored Normal School at Huntsville.

While the school fund has remained about the same for the last three years, the number of schools and of the children attending them, and the length of the schools, have all steadily increased. In 1876, the number of pupils was 126,891; in 1877 it was 143,571; and in 1878 it rose to 160,713. The average cost to the State for each child in the schools was but 57 cents per month. It is to be feared that this was carrying the principle of economy quite too far. It appears that the whole amount paid for the administration of the State system and the supervision of the schools in 1878 was only \$13,814. Competent men to manage so great an interest in all its details cannot, we feel well assured, be obtained for that small sum. To the last legislature the following important suggestion was made by the Superintendent: "I submit whether a small school fund such as ours may not be made to accomplish more under the control and management of active, efficient, local school officers who are reasonably compensated for their services, than could be expected of a much larger fund placed in the hands of inefficient, indifferent officers, who unlawfully appropriate a portion of it to their own use, and squander the balance."

upon worthless, incompetent teachers, who seek employment in the public schools for no higher purpose than to obtain the paltry salaries into which the township funds are often subdivided for their accommodation, or to satisfy the whims of such parents as prefer schools at their doors, taught by such worthless teachers, who know nothing of the science and art of teaching, and care less for the proper training and culture of the tender minds placed in their charge."

The State Normal School at Florence has a president and three professors. It appears to combine the characteristics of a Normal and of a public school; for of the whole number of pupils, 147, only 47 are registered as Normal pupils. The colored Normal School at Marion has the same number of teachers, with 79 pupils; and that at Huntsville has two teachers and 66 pupils. Two scholarships in the Nashville Normal College were offered and accepted last year, but the applicants failed in their examination.

A new school law was passed Feb. 7, 1879, which will greatly improve the schools. Among its provisions is one requiring all teachers to be thoroughly examined before receiving certificates, and another making it obligatory to hold teachers' institutes in every county. These enactments strike at the root of one of the greatest abuses practised in the public schools of Alabama, that of employing incompetent and unworthy teachers. The spirit with which the Superintendent will enter upon the execution of the new law may be gathered from the following:—

"Such has heretofore been the amount of office work and clerical labor demanded of me in the administration of this department, that I have found it impracticable to visit the several counties for the purpose of inspecting schools. I hope — and it is my purpose since the change made in the

provision for the expenses of this office — to visit many of the counties and cities of the State during the approaching spring and summer, and, in addition to duties imposed by law upon me, assist in the organization of the teachers' institutes created by the new law. To these I am confidently looking for that elevation and improvement in the profession of teaching in Alabama, which alone will give us schools worth the expenditure of the fund at our command."

MISSISSIPPI.

The number of children of school age in the State is 338,153, and the total attendance only 202,316; a little under two-thirds of the whole number. The expenditures, including salaries of officers, amount to \$592,807.13. These and other facts, so far as we are able to report them, are derived from various letters, for the reason that the Reports of the Superintendent are made only once in two years, and the year 1878 is the first of the biennial period. In a pamphlet published by the Superintendent, April, 1878, explaining the school laws, we find the following general statement: "It cannot be questioned that much of the opposition which the public free school system has hitherto encountered in our State is gradually but surely giving way to more advanced ideas. But the system is yet in its infancy, and its growth in the early years of its existence was slow. In fact, there was a time when the friends of popular education entertained serious doubts as to its fate. But a more economical and judicious administration of its affairs, and a clearer insight into its advantages, and the consequent removal of prejudice, have in a great measure dissipated these fears. Its destiny is now fixed; and, guided by wisdom and sound policy, a bright future awaits it. It is essentially an institution of the people, and the people will sustain it." In a letter of June 21, 1879, he says:

"The public school system has never been in so healthy a condition as at present."

A little more than a year ago the Superintendent requested that the funds designed for his State, as the amount was not large, should be applied mostly to scholarships at Nashville; but it was already so late in the season that only seven of the applicants could make the necessary preparations. He has recently renewed the request.

Early in the year, efforts were made to establish a Normal Institute for the summer, on the plan adopted with so much success in North Carolina. At the request of the Superintendent, I selected and employed two men from other States, eminently qualified by attainments and experience to conduct the teaching exercises. The Superintendent made all the other arrangements, and procured additional teachers and lecturers. For the sake of attracting greater numbers to attend on these instructions, it was thought expedient, for the first year, to hold the sessions in five cities consecutively. At the end of the first week, the Superintendent, under date of July 4, 1879, wrote: "All are pleased with the excellent gentlemen you sent us. So far, the results of our effort have exceeded my expectations."

All the Teachers' Institutes which had been appointed were held, except the last of the series; and this one was prevented by the appearance of the yellow fever at Memphis. The effect of the several meetings was very great. The city governments formally expressed their gratitude; the daily papers spoke of them in terms of unqualified praise; opposers of the school system attended them, and gave up their opposition; in short, nothing has been done during the last ten years which has produced such an impression upon the public mind. All this has resulted from putting the conduct of these institutes into the hands of men of the highest qualifications.

LOUISIANA.

The number of children between six and twenty-one years of age, as reported Jan. 7, 1879, is 274,406. The number of white children in the public schools is 43,197, and of colored, 33,632; amounting to 76,829. If to these we add 6,218, the estimated number in the schools of the eight rural parishes which made no report, we have an attendance of 83,047, an increase of about 25,000 over that of 1877; and yet it is but little over one-third of the whole school population. Of this number of pupils, 14,834 white, and 5,460 colored belong to the city of New Orleans, while in the country parishes the number of white pupils and that of the colored are nearly equal; the former being 28,363, the latter, 28,172. The number of voters in the State is, in round numbers, 160,000, of whom 82,000 are colored. Of these voters 60,000 are unable to read. In other words, more than half of the voters are colored, and half of these are unable to read. The expenditures of the year amounted to \$552,055.

During the months of May and June, 1878, before the epidemic cast its shadow over the city and State, the Superintendent visited the chief towns of about one-third the parishes of the State, conferring with the Boards of Education, and inspecting schools. In consequence of quarantine regulations and of the perils of travel, he was unable to resume his tour of visitation in the months of September and October, as he had contemplated. He remarks that, while on his journey, he "received the cheering assurance that the public schools had been well attended during their sessions; and that never before since the war had the people, both white and colored, been so well satisfied with the character of the teachers employed, and the proficiency of the pupils in their charge."

The defectiveness of the school law, and the failure of the attempt to change it at the last session of the legislature, are less a matter of regret from the fact that a convention to frame a new Constitution was on the eve of being held.

In this convention a strong disposition was early manifested, from a mistaken view of economy, to do away with the office of Superintendent of Public Education. As I could not safely visit the State in the warm season, I could only address a letter on the subject to the present incumbent, to be published, if it should be judged expedient. The State and City Superintendents and members of the Convention, who comprehended the whole bearing of the subject upon the public interest, did not fail to present it in its true light. After a long and earnest debate, the Convention decided by a large majority to continue the office, and authorized the General Assembly to provide for the appointment of Parish Superintendents, and a State Board and Parish Boards of Education. Its action in regard to funds is no less favorable to schools, especially^{*} to those of the rural districts. The only thing to be regretted is its undue limitation of salaries, leaving to the General Assembly no discretionary power to increase them.

In the Peabody Normal Seminary for white teachers at New Orleans, which numbers 110 pupils, we have had the present year (1879) forty scholarships of \$50 each for resident pupils, and three of \$200 each for select pupils from the rural parishes. In the colored Normal School, we have had twenty scholarships of \$50 each. This arrangement is the result of an extended correspondence with the State Superintendent. Two students from Louisiana were admitted to scholarships at Nashville.

TEXAS.

We learn from a special paper of the Secretary of the Board of Education, dated June 2, 1879, that the expenses for the department of education were, for the year 1874, \$703,117; for 1875, \$767,052; for 1876 the office of Superintendent was closed, and there was no report, but they were not less than \$500,000; for 1877, the amount paid for teachers was \$500,000.; for 1878 it was \$750,000. Of the children of the State, only those between eight and fourteen years of age are enumerated. The whole number is 194,353, of whom 149,719 are white, and 44,634 colored. There were enrolled in the public schools in all, 146,936. Of this number 111,038 were white, and 35,898 colored.

Since the opening of the year 1879, there has been in all Texas a constant contention in regard to school funds. The General Assembly, at its regular session, early in the year, passed a law making very liberal provision for schools. The Governor vetoed the Act, and there was an adjournment, leaving the whole question of finances unsettled. All parties plunged into the controversy. The men who secured the passage of the law and their numerous sympathizers commented on the action and views of the Governor in no gentle terms. The supporters of the veto pleaded the financial embarrassments of the State, and the prior claims of its creditors, and those of the departments of the government for their expenses. A third party, smaller in numbers, but louder in its utterances, denounced the whole theory of public education as unwise and unjust. A special session of the Assembly was called, and the Governor, in several messages, explained his views more fully, and endeavored to correct the impression that he was not friendly to free schools, adding that the existing schools were of little value, and that they could not be much im-

proved till the Normal Schools should train a better class of teachers.

The advocates of the bill that was vetoed argued that the Constitution was mandatory, making it the duty of the legislature to maintain an efficient system of public schools, and that the pressing necessities of the people in regard to the education of their children, the swelling tide of immigration of mixed races, the dangers of barbarism, and the immense, undeveloped natural resources of the State, rendered it doubly unwise and unjustifiable to evade the plain meaning of the Constitution.

The present school law is indeed defective, and most of the public schools, except those of a few cities, are of an inferior character. Of those who claim to be friendly to free schools, one party, admitting the imperfection of the law, desired, nevertheless, to work under it as best they might till they could improve it: the opposite party objected to this course as a waste of the public money, and insisted on waiting till a better system could be devised and put in operation.

After a severe and protracted struggle, the party led by the Governor prevailed, and only one-sixth of the general revenue, instead of one fourth, was appropriated to schools.

The most hopeful step that was taken by the legislature at its regular session, was that of establishing two Normal Schools, one for each race. I visited the State last winter, and, after many interviews with leading men, proposed to the legislature, through the Governor, to make a donation of \$6,000, to be continued during the pleasure of this Board, if the State would establish and maintain a first-class Normal School. The Governor advocated the measure in a special message, and a law to that effect was accordingly passed, making an annual appropriation of \$14,000. The location of the school was fixed at Hunts-

ville. There have been some objections made to the location, yet as an offer of its college building was made, free of charge, it was accepted. But for this offer, the bill might not have passed. Provision is made for paying all the expenses of seventy-four State pupils. The colored Normal School, established at the same time, is to be at Prairie View, with an annual appropriation of \$6,000, and a given number of scholarships.

In a message to the legislature at its special session, the Governor expressed his views respecting Normal Schools in the following manner:—

“The importance of these Normal Schools, as a necessary incident to an efficient system of public free schools in this State, cannot, as I think, be well over-estimated. They are simply indispensable in the effort gradually to attain that desirable object. No efficient system can ever be attained in Texas, whatever else may be done, without the aid of Normal Schools. I regard it as the first step in the right direction, which, if persisted in, will, above all else, to the extent of its expense, aid in the consummation of the final success of the undertaking to establish a system.”

ARKANSAS.

The Report for 1878 shows that the number of children between six and twenty-one years of age was 187,467, of whom 43,518 were colored. The whole number taught in the public schools was only 33,747, less than one-fifth of the whole school population. The total expenditures for schools were \$148,393. The reported attendance on the public schools for the last ten years is very fluctuating. In

1869	it was	64,412
1870	“	107,408
1871	“	32,863
1872	“	69,927

1873 it was	59,587
1874, schools were interrupted.	
1875, " "	
1876 (half the counties)	15,980
1877 it was about	24,000
1878 "	33,747

The frequent change of Superintendents, for which the State is noted, is unfortunate and quite inconsistent with regular and steady progress. Still more unwise was the project, seriously entertained last winter, of abolishing the office. When, by a test vote, it appeared evident that the legislature was about to take that false step, a telegram was sent to me, in Texas, to hasten my return, that I might, if possible, avert the threatened calamity. It was no difficult matter to convince the assembled legislators that the passage of the bill, which had been introduced and received with favor, would be a great mistake. The mover of the bill withdrew it, and the office was saved. It became perfectly manifest that the people only need such light as experience and observation give to induce them to pass wise laws for the education of their children.

This peculiar posture of affairs led the State Superintendent and myself to set on foot a plan to employ the gentleman who has been at the head of the North Carolina Normal School to act in the threefold capacity of lecturer on education, conductor of teachers' institutes, and visitor of schools. In all this work he will have the active co-operation of the State Superintendent. There can be little doubt that such a thorough canvass of the State will accomplish much more than the same amount of expense applied in any other way.

This arrangement was made during the last spring, and was to go into effect about the middle of August. The Superintendent immediately visited different parts of the

State, to prepare the way for the year's work, and found among the people a disposition to co-operate with him far beyond his expectation. July 24, 1879, he writes: "All the newspapers of the State are committed to the free-school system. It is admitted by all persons whose opinions are entitled to any respect, that there never has been such a wide-spread interest in public education in this State. It is a matter of conversation wherever I go. I receive congratulatory letters from school officers and teachers and prominent citizens. New districts are being formed in most of the counties. Many towns that have been dormant are displaying uncommon energy and liberality."

The Arkansas Industrial University at Fayetteville has long had a Normal Department; but its course of study has been so nearly identical with the classical course that I intimated to the authorities my doubts of the propriety of contributing to its funds. That obstacle has, by a salutary change just introduced, been removed; and the way is now open for giving aid to needy Normal pupils. The State will send at least four students on scholarships to Nashville the ensuing year.

TENNESSEE.

Out of 448,917 children of school age belonging, in 1878, to the State, 261,152 were enrolled in the public schools; a larger number by 33,509 than that of the preceding year. One-third of the children are colored. The receipts from all sources for the public schools amounted to \$904,428, being an increase of \$186,004 over those of 1877. Never since the first year of the present school system has so much money been raised for its support; never has the school tax been paid more cheerfully. The Superintendent remarks: "The people have learned the truth expressed by an English statesman, that 'taxes raised for the purpose of

education, are like vapors which rise only to descend again in fertilizing showers to bless and beautify the land.' "

He makes an observation applicable at this time to all the Southern States, and well worthy of their consideration: "Not only is it a well-recognized fact among all enlightened statesmen, that the skill, intelligence, and enterprise of a native population must be stimulated by an efficient public-school system, but it is also a condition precedent to a large, desirable, and constant influx of intelligent immigrants, that facilities be offered for the education of their children."

With the approval of the State Board of Education, as well as of the Superintendent, the greater part of our donation to the State last year was given for the Normal College. Thus Tennessee has led the way towards a general adoption of our modified plan. Speaking of the use made of Mr. Peabody's gift, the Superintendent says: "The encouragement given by the wise disposition of this Fund has always proved an invaluable accessory in the arduous work of organizing and sustaining the cause of popular education in this State and in the South."

The Teachers' Institutes held under our patronage during the past year were eminently successful. Some of the most accomplished and gifted professors and teachers of the State volunteered their services, receiving in return nothing but their travelling expenses. Teachers of the several colored Normal Schools did the same. The assemblies, to the interest of which public and professional gentlemen contributed their full share, were generally large. Of the first of the series held in 1879, a visitor and newspaper correspondent, writing June 30, speaks thus:—

"The Teachers' Institute held in Bolivar during the past week, adjourned after a meeting of profound interest and usefulness to the cause of common-school education. The

earnestness, the intelligence, and the unity of purpose which characterized the assemblage, have carried conviction to many doubtful minds, and aroused interest even among the most lukewarm, while going far to silence any pronounced opposition to the common-school system." Others, subsequently held, were noticed by the press in terms equally favorable.

Another writer, reviewing the progress of education in Tennessee, says :—

" Not one day too soon did the government of the State take steps toward the enactment of the public-school law, and to this enactment are we indebted in a great measure for the salvation of the State from the evils that threatened her from within. That this law has been a success far exceeding the expectation of its promoters, every candid mind will admit. The obstacles in the way of its operation were many and deep-seated. Prejudices had to be overcome, and the advantages of the new system had to be explained, and its good results shown to the people.

" The task before the educators of Tennessee was a difficult one, but energy and perseverance have secured the victory.

" What these schools have done and are doing toward educating the masses, is a source of unmixed pleasure to every true Tennessean. In a few more years the old 'log cabin' will have for ever disappeared, and given place to commodious, healthy schoolhouses."

It has become necessary to call special attention to the condition of the Normal College at Nashville. While this admirable institution has been growing in popularity and is internally flourishing beyond all expectation, the funds on which we relied for its support from the State, and in part, also, from the University, have failed us. Besides, as a part of the college building is still occupied by the Mont-

gomery Bell Academy, which is in charge of the University trustees, the Normal College has already outgrown its narrow accommodations, and its numbers are rapidly increasing. Representations of our necessities were made during a visit of three weeks last year, both to the State Board of Education and to the Trustees of the University, neither of which felt authorized to give any hope of relief. Since that time the legislature has met and declined to make any appropriation. It has therefore become a serious question whether some change, possibly involving a removal, shall not be made, to secure ampler accommodations and better support for the future.

WEST VIRGINIA.

We learn from the Report of the Superintendent for the year 1878, that of the 201,237 children of the State between the ages of six and twenty-one years, 130,184 actually attended school, an increase of 4,852 over the attendance of the preceding year. The number of the colored children of the State is only about 7,000. The number of licensed teachers was 3,972, which left a surplus of 225 beyond the demand. Both the number and length of the schools were greater than they were the previous year, and yet the aggregate expenditures were only \$682,512, a reduction of \$118,467 below those of 1877.

There are six Normal Schools, well distributed over the area of the State, in which more than 300 teachers have been in attendance. Their influence is marked and salutary. Teachers' institutes were held in every county, each for a period of eight days. Attendance being required by law, few teachers failed to derive benefit from them.

Speaking of the aid received from the Peabody Fund for these institutes, the Superintendent, in a letter dated July 22, 1879, says: "It is of the highest value to the cause of

education, and contributes more, perhaps, in general advantage than an equal expenditure in any other direction could do." He adds: "I am gratified to say the past year has been a prosperous one, and our common schools were never working with better advantage nor with greater public satisfaction than now."

We commend to the consideration of the school officers of other States the closing words of his Annual Report: "Let the people be careful to elect and continue in office wise and prudent Boards, experienced and faithful county Superintendents, and these again provide discreet trustees, who will see that none but the best teachers are employed, and that a sufficiently just salary is offered, in order to attract and secure a higher order of talent and scholarship to the profession, and the course of our schools will be still onward, and the good fruits made more manifest from year to year."

The annexed Tabular View of school population, attendance, and expenditures for the year 1878, in the twelve States within the sphere of our operations, together with a detailed list of our appropriations for the past year, and an Appendix already referred to, will close this Report.

TABULAR VIEW OF SCHOOL POPULATION, ATTENDANCE, AND EXPENDITURES FOR 1878.

	BETWEEN THE AGES OF	SCHOOL POPULATION.			ATTENDANCE.			EXPENDI- TURES.
		WHITE.	COLORED.	TOTAL.	WHITE.	COLORED.	TOTAL.	
Virginia	5 and 21	289,849	202,852	483,701	149,472	61,772	202,244	\$961,895
North Carolina	6 and 21	273,767	148,613	422,380	146,681	81,411	228,092	324,286
South Carolina	Not limit'd	85,678	152,290	237,971	54,118	62,121	116,239	319,030
Georgia	6 and 18	236,319	197,125	433,444	137,217	72,655	209,872	411,000
Florida	6 and 21	35,569	37,416	72,985*	17,557*	19,404*	36,961	134,880
Alabama	7 and 21	214,720	155,525	370,245	96,799	63,914	160,713	376,954
Mississippi	5 and 21	158,794	179,359	338,153	100,676*	101,640*	202,316	592,805
Louisiana	6 and 21	141,130	133,276	274,406	46,515*	36,532*	83,047	552,055
Texas	8 and 14	149,719	44,634	194,353	111,048	35,896	146,936	750,000
Arkansas	6 and 21	143,949	43,519	187,467	25,247*	8,500*	33,747	148,393
Tennessee	6 and 18	336,817	112,100	448,917	206,810	54,342	261,152	815,341
West Virginia	6 and 21	194,314	6,923	201,237	126,660	3,522	130,184	682,512

* When the returns are not complete, estimates are given, made up from other data.

Appropriations for the Past Year.

VIRGINIA.

Charlottesville	\$1,500	Liberty	\$300
Scholarships	1,000	Big Lick	300
Teachers' Institutes . . .	1,000	Saltville	300
Manchester	600	Tazewell C. H. . . .	300
Hampton Normal School	500	Hamilton Institute . .	300
Winchester	500	Lebanon	300
Staunton	500	Martinsville	300
Lexington	450	Front Royal	300
Berryville	300	Educational Journal . .	200
Gordonsville	300		
Woodstock	300		
Warrenton	300		

NORTH CAROLINA.

Agency	\$2,000	Morehead City	\$200
Fayetteville	1,050	Dysartville	200
Normal Schools	1,000	Normal School, additional	100
Wilmington	1,000		
Raleigh	700		
Greensboro'	450		

SOUTH CAROLINA.

Columbia	\$900	Spartanburg	\$300
Sumter	600	Graniteville	300
Sumter (colored) . . .	600	Cheraw	300
Winnsboro'	450	Scholarship (colored) . .	50
Winnsboro' (colored) .	450		
Aiken (colored)	300		

GEORGIA.

Thirteen Scholarships . .	\$2,600	Columbus	\$200
Savannah	1,000	Atlanta University . . .	200
Agency	800	Sumach Seminary . . .	100
Augusta	500	Rabun Gap	100
Dahlonega	400		
West Point	300		
Brunswick	300		

FLORIDA.

Agency	\$600	Key West	\$300
Two Scholarships	400	Lake City	300
Tallahassee (colored) . .	400	Pensacola	300
Gainesville (colored) . .	400		—
St. Augustine	300		\$3,000

ALABAMA.

Montgomery	\$1,400	Sand Lick	\$150
Selma	1,100	Randolph County	150
Florence	250	Mt. Hope	150
Clayton	200		—
Gadsden	200		\$3,600

MISSISSIPPI.

Seven Scholarships	\$1,400	Summit	\$250
Teachers' Institutes	1,000	Aberdeen	250
Vicksburg	300	Jackson	200
Water Valley	300		—
Columbus	300		\$4,000

LOUISIANA.

Normal School, New Orleans	\$2,600	Alexandria	\$600
Normal School, New Orleans (colored)	1,000	Franklin (colored)	300
Baton Rouge	1,200	Thibodeaux	300
Opelousas	750	Amite City	300
Monroe	600		—
			\$7,650

TEXAS.

Houston	\$2,000	Denison	\$1,000
San Antonio	1,500	Six Scholarships	1,200
New Braunfels	1,000		—
Brenham	1,000		\$7,700

ARKANSAS.

Little Rock	\$1,600	Hot Springs.	\$400
Helena	1,100	Van Buren	300
Four Scholarships.	800	Springdale	100
Agency	500		
Pine Bluff	400		\$5,600
Fort Smith	400		

TENNESSEE.

Normal College	\$9,000	Jarrettsville	\$100
Teachers' Institutes	1,000	Concord	100
Teachers' Institutes (colored)	300	Covington	100
Memphis	500	Gibson County	100
Chattanooga	500	Clarksville	100
Columbia	200		
			\$12,000

WEST VIRGINIA.

Teachers' Institutes	\$1,000	Fairmount	\$245
Martinsburg	800	New Cumberland	225
Charleston	420	Mason City	215
Clarksburg	335	Clifton	195
Wellsburg	295		
Moundsville	270		\$4,000
		Grand Total	\$74,850

B. SEARS, *General Agent.*

STAUNTON, VA., Sept. 30, 1879.

APPENDIX

TO THE REPORT OF THE GENERAL AGENT.

JOHN FOSTER wrote a volume to show the evils of popular ignorance. Adam Smith said: "The education of the poor is a matter which deeply concerns the government. Just as the magistrate ought to interfere for the purpose of preventing the leprosy from spreading among the people, he ought to interfere for the purpose of stopping the progress of the moral distempers which are inseparable from ignorance."

History is full of examples to show that popular ignorance is the precursor of popular violence and bloodshed. Macaulay, referring to the language of Adam Smith just quoted, said in Parliament: "Scarcely had he given this warning to our rulers, when his prediction was fulfilled in a manner never to be forgotten." After describing the London riots of 1780, he adds: "I do not know that I could find in all history a stronger proof of the proposition, that the ignorance of the common people makes the property, the limbs, the lives of all classes insecure. The instance is striking, but it is not solitary. To the same cause are to be ascribed the riots of Nottingham, the sack of Bristol, and all the outrages of Ludd, Swing, and Rebecca."

Speaking of another neglected district, Macaulay says: "The barbarian inhabitants of this region rise in insane rebellion against the government. They fire upon the Queen's troops; the soldiers fire in return; and too many of these wretched men pay with their lives the penalty of their crime. Is it strange that they should listen to the only instruction they had? How can you, who took no pains to instruct them, blame them for giving ear to the

demagogues who took pains to delude them? We punished them; we had no choice; but could any necessity be more cruel? It passes my faculties to understand how any man can gravely contend that government has nothing to do with the education of the people."

What a writer said in the "London Quarterly Review," more than thirty years ago, is still true, not only of many parts of England, but of not a few States in our own country: "There are, even now, multitudes of our fellow-subjects in a state of ignorance, perilous in every sense to themselves and to us; and other multitudes whose education is far below that which is required by the rising intelligence of the age." We see every day, in ways innumerable, how ignorance begets idleness, folly, degradation, poverty, misery, and crime. Many years ago another English writer, Dr. Hook, said what our statesmen might well ponder now: "The education of the people will repay the State, almost to any amount, in better regulated industry; in less unsparing demands on the funds for the poor; in self-maintained social order; in some check at least on the waste of health and life by intemperance, and low vice, and gaming, and robbery; and in the substitution of harmless and refining and comparatively inexpensive, for pernicious, brutalizing, and ruinous, pleasures."

To the opposers of the education of the poorer classes I cannot do better than repeat the words of the eloquent Baptist Noel, when he says: "While education is not meant to raise the working classes above their condition, it may greatly multiply the comforts which they enjoy in it. It may give them better clothes, better food, and better health. It may deck their windows with finer flowers, and adorn their dwellings with more convenient furniture. It may teach them how to gain and how to spend. It may secure to them employment, and save them from waste.

It may hinder them from sinking into abject poverty; or should they, by force of adverse circumstances, be brought into trouble, it may so multiply their intellectual resources, and nerve them with so firm a courage, as may enable them again to rise above it. By increasing and elevating their domestic affections, it may invest their homes with an undecaying charm; by inspiring them with a thirst for knowledge, it may provide rational and ennobling amusements for their hours of leisure."

In the present crisis in our government, when a new class of voters has been introduced into our political system on a large scale, it would be strange, indeed, if we did not feel an unusual impulse irresistibly urging us on in the work of preparing them for the exercise of this new sovereign power. If, when, by a vote of the House of Commons, half a million were added to the number of British voters, the Chancellor of the Exchequer (Mr. Lowe) exclaimed, "Then, gentlemen, let us go home and educate our future masters," what should be our anxiety in a political change much more sudden and radical? We confess we do not hesitate to adopt the emphatic language and earnest warning of the writer of the Review already quoted. Speaking almost in trumpet tones, he says: "We avow ourselves to shrink from the fearful responsibility of arresting the course of national education under any auspices; we will deliver our souls from this awful weight; and we solemnly remind every one,—tory or whig, conservative or radical, economist or anti-economist, churchman or dissenter,—that if, by any one act, by any one vote, by any rash language in public journals, by any inconsiderate petition, by any party, or class, or rank, or sectarian jealousy, they *unnecessarily* impede any government whatever in the amicable advancement of this work; if they are not prepared to make the most generous self-sacrifice of all which is not Christian,—

then they are guilty of imperilling the life of the nation without due cause."

I will add but a single thought from the letter of a correspondent: "Only an educated community knows the value of education. Only such a community will make the necessary provision for educating each generation. If we should thoroughly educate *one entire generation*, the great work would, in effect, be accomplished. The future would be secured."

The Report having been read, the Trustees proceeded to consider and discuss the matters submitted to them.

On motion of Governor FISH, that part of the Chairman's Address relating to the death of General TAYLOR, was referred to a special Committee, to be appointed by the Chair:—

And Messrs. FISH, WHIPPLE, and BARNES were so appointed.

Mr. STUART said he had been profoundly impressed by the remarks of the Chairman in his Introductory Address, and of the General Agent in his Annual Report, in regard to invoking the aid of the General Government for the education of the children, and particularly of the colored children, of the South. The subject had been anxiously considered by him before he came to this meeting, and he desired an opportunity to give expression to his deep sense of its importance. He would be glad to have a Committee appointed to consider and report upon it deliberately. Whereupon,

On motion of Mr. STUART, so much of the Chairman's Address and of Dr. SEARS's Report as related to the special needs for Education in the South, was referred to a Committee of three, to be appointed by the Chair:—

And Messrs. STUART, EVARTS, and WAITE were thus appointed.

The Treasurer presented and read his Report, which was referred to the Finance Committee.

The Chairman appointed Messrs. LYMAN and RUSSELL as Auditing Committee for the Accounts of the Treasurer and the General Agent.

On motion of Col. LYMAN, it was

Voted, That the action of the Treasurer, in selling and transferring "called in" United States $\frac{1}{4}\%$ Registered Bonds, amounting to \$468,200, and reinvesting the net proceeds, \$470,541, in United States 4 per cent consols, Registered, due in 1907, amounting to \$461,700, costing net \$470,540.29 (leaving a balance of principal in cash of 71 cents), be and is hereby confirmed.

On motion of Col. LYMAN, it was

Voted, That the action of the Finance Committee, with that of the Treasurer, in assenting to the agreement of the bondholders, made May 17, 1879, in relation to the Adjustment of the Consolidated First Mortgage Bonds of the Columbus, Chicago, and Indiana Central Railway Company, as therein stated; and the signing by the Treasurer (May 27, 1879) of said Agreement "on behalf of the Trustees of the Peabody Education Fund, and by authority of the Finance Committee," and also the exchange by him of the Receipt

of the Union Trust Company for the \$90,000 of said bonds deposited with them, for 90 Certificates given by said company of \$1,000 each, representing the bonds deposited, and which the Treasurer now holds, be and is hereby approved and confirmed.

And it further appearing that, in order to enable the Bondholders' Committee to conform to Judge Harlan's decision of August 6, 1879, a Supplementary Agreement has been prepared, placing additional means and powers at the disposal of the Trustees and Receivers and the Committee in the manner and for the objects therein stated,—

Voted, That the Treasurer be, and hereby is, authorized to sign the said Supplementary Agreement, dated the 22d of August, 1879, and to do all things required thereby.

On motion of Chief Justice WAITE, it was

Voted, That the Chairman be requested to deposit the Medal of the Paris Exposition of 1878, for the present, in the safe of the Peabody Institute at Peabody, Mass., and to have the accompanying Diploma suitably framed, and, for the present, deposited in the same Institute.

The Chairman presented the following Letter and Resolutions from the Tennessee State Normal College:—

OFFICE OF STATE SUPERINTENDENT OF PUBLIC SCHOOLS,
NASHVILLE, TENN., Aug. 21, 1879.

HON. ROBERT C. WINTHROP, *President of the Board of Trust of the Peabody Education Fund:*

HONORED SIR,—With high respect, I transmit the enclosed. I beg your Board to bear in mind that the Public School idea as well as system has yet to take hold of the Southern mind. Without just such a lever as the immortal

PEABODY has placed in your hands, generations would be required to permeate the vast area embraced by the revolutionary Confederate States with this idea. You are doing a grand work. You are making great progress. Be patient and persevering. In twenty more years your efforts will have redeemed this land.

Most respectfully yours,

J. BERRIEN LINDSLEY,

Sec'y. S. B. of Ed.

*

RESOLUTIONS.

Whereas, The Tennessee State Normal College has now completed four years under great difficulties as a pioneer institution in a wide extended field, and with work first-class in its character and fruits. Therefore,

Resolved, That in the opinion of this Board, Dr. B. SEARS, Agent, has exhibited great patience, prudence, and wisdom in the general oversight of this institution.

Resolved, That Chancellor STEARNS has been all that could be desired as President of the College. His oversight has been vigilant and paternal. He has the confidence of scholars and the community, as head and guide.

Resolved, That the Trustees of the University of Nashville have shown uniformly a cordial desire to co-operate with the Agent of the Peabody Education Fund, and with the President of the College and the State Board in all measures for the advancement of the College.

Resolved, That the most pressing want just now is more extended facilities in the way of class-rooms; and that we may reasonably hope this deficiency will be remedied by the University Board at an early day, as that Board has uniformly granted every request made by this Board within their power.

Resolved, That in view of the growing interest manifested in the welfare of the College by our people, and the fair prospects of co-operation hereafter from the State, it would in every point of view be disastrous now to move the College to a new and experimental field.

Resolved, That copies of the above Resolutions be sent to the General Agent of the Peabody Education Fund, to the President of the Normal College, to the President of the University Board of Trustees, and to the President of the Peabody Board of Trust.

ALBERT S. MARKS,
Governor.

Attest:

J. BERRIEN LINDSLEY,
Secretary.

On motion of Mr. EVARTS, it was

Voted, That 12 o'clock to-morrow be assigned as the time for considering the election of a successor to General TAYLOR.

The Board then adjourned, to meet at 11 the next morning.

Thursday, Oct. 2, 1879.

The Board met at 11 A.M.

Present: Mr. WINTHROP, the Chairman, and Messrs. BARNES, EVARTS, FISH, LYMAN, RUSSELL, STUART, WAITE, WETMORE, and WHIPPLE, together with the General Agent.

The previous day's Record was read by the Secretary.

On motion of Mr. STUART, it was

Voted, That the elective officers be continued in office for the ensuing year.

Governor FISH having asked to be excused from acting longer as the Chairman of the Finance Committee, and there being a vacancy on the Executive Committee by reason of the death of General TAYLOR, the Standing Committees for the ensuing year were announced by the Chair as follows:—

Executive Committee: Hon. WILLIAM AIKEN, Hon. W. M. EVARTS, Hon. A. H. H. STUART, Gen. BARNES, Hon. HENRY R. JACKSON, with the Chairman, *ex officio*.

Finance Committee: GEORGE W. RIGGS, Esq., Hon. HAMILTON FISH, Chief Justice WAITE, Hon. W. M. EVARTS, Col. THEODORE LYMAN, with the Treasurer, *ex officio*.

Mr. STUART, from the Committee on that part of the Chairman's Address relating to the special needs of Education at the South, stated that the Committee desired leave to report at a future day.

Governor FISH, from the Committee to whom was referred that part of the Chairman's Address relating to the death of General TAYLOR, reported the following Resolutions, and, after a personal tribute to the memory of General TAYLOR, moved that they be entered on the Records of the Board :—

Resolved, That the following entry be made in the record of the proceedings of this Board :—

The death, announced in the Address of the President, of our late associate, General RICHARD TAYLOR, has removed from this Board one of its most active and efficient members, while it has deprived the Trustees of a most attractive and beloved companion.

Earnest in his sympathy with the wise, benevolent purposes of the Trust created by Mr. PEABODY, General TAYLOR, by his intimate familiarity with those parts of the country in which lies the field of the great work contemplated by its founder, and by his ready capacity, quick intelligence, and wise counsel, was a most valued aid in the directions and the operations of this Board,—one whose loss is sincerely lamented.

He was a brave soldier, a true friend, a generous foe, a man always honest to his convictions, and, dying, crowned his life by humble faith in Jesus Christ his Saviour.

Ordered, That a copy of that part of the President's address alluding to General TAYLOR, and the foregoing entry be transmitted by the Secretary to the family of

General TAYLOR, as an expression of the loss, personal and official, which the Trustees have experienced, and as a testimonial of profound sympathy in their bereavement.

After remarks by Bishop WHIPPLE, in support of the Resolution, it was unanimously so ordered.

Col. LYMAN, from the Committee appointed to audit the Accounts of the Treasurer and of the General Agent, presented the following Reports:—

The Committee to whom was referred the examination of the Treasurer's accounts report that they have examined the same, with the vouchers for payment by the Treasurer, and find the same correct, showing a balance in his hands, on the 30th of June, 1879, of \$2,138.84, which sum appears to have been to the credit of the Treasurer in the Bank of America of New York on that day.

THEODORE LYMAN,
GEO. PEABODY RUSSELL,
Auditing Committee.

The Committee to whom was referred the examination of the Vouchers for disbursements made by Dr. Sears, General Agent, report that they have examined the same from No. 1039 in 1878 to 1116 in 1879 inclusive, and also Nos. 1015 and 1021 omitted last year, and find the same correct, and that they are for the sums paid to him by the Treasurer.

THEODORE LYMAN,
GEO. PEABODY RUSSELL,
Auditing Committee.

On suggestion of Dr. SEARS, it was

Voted, That whereas the greater part of the primary school-books given by Messrs. D. Appleton & Co. for Southern Schools have been distributed, and the remainder are not in complete sets, the General Agent be authorized to accept an equivalent in books adapted to the wants of Normal Schools.

On motion of Chief Justice WAITE, it was

Ordered, That the Report of the Treasurer be printed with the Report of the proceedings of this meeting.

On motion of Mr. EVARTS, it was

Voted, That the election of a Trustee to fill the vacancy caused by the death of General TAYLOR be postponed to an adjourned meeting of the Board to be held at Washington in February next.

Voted, That such adjourned meeting be on the 18th day of February next.

On motion of Mr. EVARTS, it was

Voted, That the Committee appointed on the present needs of Education in the South be requested to report in writing, at said meeting, and that their Report be a special subject for consideration at that meeting.

On motion of Mr. EVARTS, it was

Voted, That the same appropriation as last year, for the Normal College at Nashville, be made for the current year, but that the General Agent be requested to report at the Adjourned Meeting in February, whether it is desirable to continue this appropriation longer to that institution, or whether some other institution at the South should be adopted as the receiver of the contributions of this Board.

On motion of Bishop WHIPPLE, it was

Voted, That one thousand dollars be appropriated for the contingent expenses of the General Agent.

The Board then adjourned, to meet at Washington on the 18th of February next.

GEORGE PEABODY RUSSELL,
Secretary.

DESCRIPTION OF SECURITIES.	RATE OF INT.	DUED.	PAR OF SECURITIES.	VALUA-TION.	PRINCIPAL.
U. S. 1881's, Act July 17, 1861, Registered Bonds	6		56,000	P. 10 $\frac{2}{3}$	61,810.00
U. S. 1881's, Act March 3, 1863, Registered Bonds	6		7,000	10 $\frac{2}{3}$	7,726.25
U. S. Funded Loan, 1881, Registered Bonds	5		202,000	3	208,060.00
U. S. Funded Loan, 1881, Registered Bonds	5		210,900	—	235,021.68
U. S. Funded Loan, 1881, Registered Bonds	5		172,800	—	182,840.96
U. S. Funded Loan, 1881, Registered Bonds	5		158,300	—	177,202.21
U. S. 6 per cent. Currency Bonds, Registered	6		82,000	—	93,619.39
U. S. Consols, 1907, Registered Bonds	4		461,700	—	470,540.29
			1,350,700		1,436,820.78
City of Pittsburg 4 per cent. Bonds	4	1 Jan., 1913	30,000		30,000.00
City of Pittsburg 5 per cent. Bonds	5	1 " "	8,000		8,000.00
City of Mobile 6 per cent. Bonds	6	1905	30,000		30,000.00
City of New Orleans 6 per cent. Bonds	6	1 July, 1892	10,000		10,000.00
City of Louisville Bonds issued to Louisville & Nashville R.R. Co.	6	1 April, 1883	79,000		79,000.00
State of Alabama Bonds	Various	1906	79,200		79,200.00
State of Louisiana Consolidated 7 per cent. Bonds	7	1 Jan. 1914	11,900	—	11,870.97
State of Louisiana Consolidated 7 per cent. Bonds	7	1 " "	44,800	—	44,800.00
Consolidated 1st Mort. S. F. Bonds, Columbus, Chicago, & Indiana Central R.R. Co.	7	1 April, 1908	90,000		90,000.00
2d Mort. Bonds Syracuse, Binghamton, & New York R.R. Co.	7	1 June, 1887	98,000		98,000.00
			1,831,600		1,917,691.75 250.45
City of Mobile Fundable Scrip					92.00
Certificate for fractional part of State of Louisiana Consolidated 7 per cent. Bond					44.86
The United States Trust Company, of New York. Cash on Deposit . . . . .					.71
Cash					
Loss on U. S. 5-20's, 1865, \$221,100; Registered Bonds "called in"			5,262.73		
Loss on U. S. 5-20's, 1865, \$559,500; Registered Bonds "called in"			10,847.51		
Loss on U. S. 10-40's, \$468,200; Registered Bonds "called in," and sold			29,923.41		
Loss on State of Louisiana Bonds exchanged and funded; Principal, \$19,000, @ 60 per cent. = \$11,400			\$7,600.00		
Less by Interest funded and now held as Principal		470.97		7,129.03	
Loss on City of Mobile Bonds exchanged and funded; Principal, \$34,300, @ 75 per cent. = \$25,725			\$8,575.00		
Less by Interest funded and now held as Principal		4,525.45		4,049.55	
Loss on Consolidated Association Planters of Louisiana Bonds exchanged for and funded into State of Louisiana Consolidated 7 per cent. Bonds; Principal, \$69,600, @ 60 per cent. = \$41,760			\$27,840.00		
Less by Interest funded and now held as Principal		3,132.00		24,708.00	
					81,920.23 2,000,000.00

Inactive.—464 State of Mississippi (Planters' Bank) 6 per cent. Bonds. \$1,000 each.

143 Florida 6 per cent. Bonds, of which 21 Bonds are for \$1,000 each, and 122 Bonds are for \$1,000 or £225 each.

Statement of Changes in Securities since October 1, 1878.

The U. S. 10-40's, Registered Bonds, Act March 3, 1864, amounting to \$468,200, were "called in" by notice of the Secretary of the Treasury, April 18, 1879. These Bonds were sold, and the proceeds were re-invested as follows:—

\$104,000 per valuation @ 2% discount (as originally given):	\$101,920.00	
185,000 by re-investment per statement June 30, 1877, costing	208,349.67	
175,700 " " Oct. 1, 1878, " 	186,480.45	
3,500 " " Oct. 1, 1878, " 	3,714.29	
\$468,200		\$500,464.41
Bonds were sold @ 101½ "flat"	\$475,223.00	
Deduct Accrued Interest on Bonds at date of sale	4,682.00	
Proceeds	\$470,541.00	
Showing a Loss of	29,923.41	500,464.41
The Proceeds of the above Bonds		\$470,541.00
were re-invested as follows:—		
U. S. 4 per cent. Consols, 1907, Registered Bonds, \$461,700 @ 102½ "flat"	\$472,665.37	
Deduct Accrued Interest on Bonds at Date of purchase	2,125.08	
Cost of Bonds	470,540.29	
Balance of Principal, Cash . . . . .	.71	\$470,541.00

SAMUEL WETMORE,
Treasurer.

EIGHTEENTH MEETING OF THE TRUSTEES.

WASHINGTON, Feb. 18, 1880.

The Trustees met at 12 o'clock in the library of the Executive Mansion, by the invitation of President Hayes.

There were present: Mr. ROBERT C. WINTHROP, the Chairman, and Messrs. AIKEN, BARNES, FISH, EVARTS, HAYES, LYMAN, RIGGS, RUSSELL, STUART, and WAITE, together with the General Agent, Dr. SEARS.

After the reading of the Record of the preceding meeting, the Chairman addressed the Board as follows:—

I think, Gentlemen, that we all alike regretted the necessity of this Adjourned Meeting. But the absence from the Annual Meeting at New York, in October last, of all but one of our Southern associates, and the eminent desirability of having their concurrence in filling, without further delay, the vacancy in our Board, created by the death of General Richard Taylor, co-operated with other considerations in reconciling us to the adjournment.

It was something more than a happy accident which led to our fixing the 18th of February as the day, and Washington as the place, for this meeting. The day is the birthday of our Founder; while it was here at Washington, in February, 1867, that our Board was originally created and

organized. It adds not a little to these inspiring associations of time and place, that, by the favor of our associate President Hayes, we find ourselves holding our first session at the Executive Mansion. I am sure that nothing would have gratified Mr. Peabody more, could he have known that the 85th anniversary of his birthday would be so significantly recalled and honored.

Meantime, a very important Report, on the question of invoking the aid of Congress for the education of the colored population of the Southern States, has been prepared by the committee to which that subject was referred in October last, and it cannot fail to occupy a large share of our attention. Coming primarily from the pen of Mr. Stuart of Virginia, and having undergone the revision of Mr. Evarts and the Chief Justice, it may well be commended to the consideration and acceptance of all who read it.

Our General Agent, Dr. Sears, too, will probably have a communication for us, in regard to our scholarships in Normal Colleges and Schools, and in regard, also, to a plan for the distribution of the Peabody Medals, which has been concerted by him and myself under the authority given us two years ago. It has seemed to us that, as we are now turning our attention entirely to Normal Schools, we might well keep up our connection with the Common Schools by a liberal distribution of these medals as incentives and rewards. They will serve, too, to perpetuate the memory of Mr. Peabody in the most agreeable and useful way.

We have to regret the absence of General Grant, and of our Treasurer, Mr. Wetmore, whose health has prevented him from leaving home. From Bishop Whipple, and General Jackson also, I have received letters at the last moment, which forbid us to hope for their personal presence

on this occasion. I reserve the reading of these letters until we come to the discussion of Mr. Stuart's Report, in regard to which they express the most earnest and emphatic interest.

The Board is now ready for business.

On motion of Chief Justice WAITE, it was

Voted, That the Trustees proceed to the consideration of a successor to General RICHARD TAYLOR.

After some discussion, on motion of Governor AIKEN, it was ordered that the election be specially assigned for 1 o'clock of the next day.

The Report of the Treasurer, Mr. WETMORE, to Dec. 31, 1879, was presented and read by Mr. RIGGS.

The Treasurer reports that the State of Louisiana 7 percent Consols, and Certificate for fractional part of Bond, have been sold as follows:—

\$5,000	Bonds,	@ 46,	\$2,300.00
25,000	Bonds,	@ 46½,	11,656.25
26,000	Bonds,	@ 47,	12,220.00
700	Small Bonds, } 92 Certificate, }	@ 45½,	360.36
			\$26,536.61
	Less commission paid,		70.99
\$56,792.00			\$26,465.62

The proceeds of the above bonds and certificate are on temporary deposit in the United States Trust Company of New York, pending reinvestment.

The Treasurer also reports in regard to the Consolidated First Mortgage Bonds of the Columbus, Chicago, and Indi-

ana Central Railway Company, that, in accordance with the vote of the Trustees at their meeting in October last, he signed (Oct. 14, 1879) the Supplementary Agreement of the Bondholders, dated the 22d of August, 1879; and the ninety certificates given by the Union Trust Company, of \$1,000 each (representing the bonds deposited with said company), which he holds, were duly stamped in conformity with the agreement.

The Report was accepted and referred to Messrs. LYMAN, RIGGS, and RUSSELL, as an auditing Committee.

Mr. STUART, from the Committee appointed at the meeting of Oct. 1, 1879, on the special needs for Education in the South, requested that the Committee should be allowed to report on the morrow, and it was so ordered.

The General Agent, Rev. Dr. SEARS, then read his Report.

REPORT OF THE GENERAL AGENT.

GENTLEMEN,—As only four months and a half have elapsed since our Annual Meeting, the present Report will necessarily be brief. The school year has opened auspiciously; and our new policy of concentrating our efforts mainly on Normal Schools is received with great favor, proving that we were not mistaken in supposing that the public mind was prepared for the change we have made. The qualification of teachers is now a topic of absorbing interest in all the States. Scarcely a public meeting is held, or an article written on the subject of education, in which this point is not discussed. Attention is drawn to it in legislative bodies also; and the result begins to appear in their action.

At this point of time, when we are changing the course which, for nearly thirteen years, we have pursued in regard to public schools, it seems proper to take a retrospect of that part of the period not covered by the Decennial Report. The tendency of State systems of education since 1877 has been steadily upward. The judgment of the people is settled on this subject, and there is no danger of a reversal of the decision. Every State but one has a General Superintendent, and that one has a salaried Secretary of the Board of Education. There is a perceptible improvement in the examination and selection of teachers. School attendance is more general and more regular. The supply of funds, though still inadequate, is steadier and more uniform than it was.

The elevation of the whole body of teachers, by means of Teachers' Institutes, is receiving more attention both by the legislatures and by the people. School directors, or trustees, are selected with more care. Journals of Education are more generally taken, and teachers' libraries are more common than they were formerly. Indeed, all the parts of the system of public schools have improved in nearly an equal degree.

Many things, however, remain to be done.

1. There is need of vastly more interest on the subject of education among the people.
2. Larger funds are necessary to carry the schools through the year.
3. The practice of dropping experienced and skilful superintendents and other school officers to make way for political partisans is the worst of all existing abuses.
4. The power of local taxation for the support of schools is often injudiciously withheld by State legislatures.
5. The teacher's office is generally too changeable.
6. Every State, except one or two, needs better Normal

Schools. Many schools, which are so called, do not deserve the name.

These, and some other general interests of education, it will be well for the Trustees still to keep in view.

The following is a summary of what has been already accomplished for teachers in the different States.

VIRGINIA has established a summer Normal School at the State University, like that of North Carolina at Chapel Hill. It will be in charge of the Superintendent of Public Instruction, assisted by Normal instructors from abroad, and Professors of the University.

There are eight Virginia scholarships at Nashville, and ten for colored pupils at the Hampton Institute. County Teachers' Institutes continue to be held as heretofore.

NORTH CAROLINA still supports its two Normal Schools,—the one for white teachers at the University during the summer months; the other for colored teachers at Fayetteville through the year. There are six North Carolina students receiving scholarships at Nashville.

SOUTH CAROLINA has recently opened a Normal Department in the State University at Columbia; and we allow it ten scholarships for colored students at Hampton, Va.

GEORGIA is about to put in operation a State Normal School, organized as a branch of the University, and yet separate from it. It has the benefit of twenty scholarships at Nashville, and of twenty for colored pupils at the Atlanta University.

FLORIDA is not yet able to support a Normal School, but its Superintendent is wisely spending much of his time in holding Teachers' Institutes. The number of Florida scholarships at Nashville is eight.

ALABAMA has a Normal University of its own, for colored teachers, and has six scholarships at Nashville.

MISSISSIPPI made the same arrangements for Teachers' Institutes as last year; but, the time appointed for holding them being unfavorable, they may be relinquished. Its present number of scholarships at Nashville is twelve.

In LOUISIANA, there are two Peabody Normal Schools, one for each race, both being in New Orleans. In the school for white teachers, we assist forty pupils to the amount of \$50 each; and half that number in the other school. Two pupils who entered the Nashville Normal College on scholarships last year remain there the present year.

In TEXAS, the Sam Houston Normal Institute at Huntsville entered upon its career in September last, under the most favorable circumstances. The Principal, Mr. B. Mallon, who had superintended the public schools of Savannah and Atlanta with signal success, and who had been appointed to the office of Principal on our recommendation, more than met public expectation; but, to our great disappointment and sorrow, died, during the first month. Most fortunately, we had at our command Professor H. H. Smith, whom we had supported as Superintendent at Houston, and who was every way qualified to take Mr. Mallon's place. He would have been appointed Principal at the beginning, but for the unwillingness of all parties to interrupt his important services at Houston. *His* place has also been well filled by a gentleman from Cincinnati. We are therefore now strong at both these points in Texas. At Huntsville, our whole corps of instructors is made up of able and experienced teachers. Before this Normal Institute was fully organized, eleven Texan pupils had been appointed to scholarships at Nashville.

ARKANSAS is making greater progress in her schools, and especially in the improvement of her teachers, this year than at any previous time. Under the joint labors of her efficient Superintendent and of our Agent, Professor Ladd,—the one addressing the people and the other the teachers in large county Institutes, full reports of which are given in all the leading papers,—the whole State seems to be aroused to an unusual degree of enthusiasm in behalf of schools.

The State has sent six Normal pupils to Nashville, on scholarships, and has a Normal Department at the Agricultural and Industrial University at Fayetteville, and a colored Normal School at Pine Bluff.

In TENNESSEE, all our contributions except one, are applied to the Normal College and to Teachers' Institutes.

WEST VIRGINIA has this year two sets of Teachers' Institutes,—one held in the counties, as required by law; the other, in larger districts, which will be attended during the months of July and August by our Arkansas Agent.

The appropriations for public schools have been much reduced, and are as follows:—

Harrisonburg, Va.	. . . . .	\$400.00
Leesburg	"	300.00
Gordonsville	"	300.00
Martinsville	"	300.00
Lexington	"	200.00
Fayetteville, N. C.	. . . . .	600.00
Salisbury	"	350.00
Morehead City	"	200.00
Tallahassee, Fla.	. . . . .	300.00
Gainesville (col.), Fla.	. . . . .	300.00
Holly Springs, Miss.	. . . . .	400.00
Houston, Texas	. . . . .	2,000.00
San Antonio	"	1,200.00
Denison	"	800.00
Brenham	"	800.00
Sherman	"	1,000.00
Jackson, Tenn.	. . . . .	600.00
		<hr/>
		\$10,050.00

We pay for Teachers' Institutes in Va.	\$2,000.00
" " colored "	1,000.00
Hampton Normal School	500.00
Educational Journal	200.00
Normal School, N. C.	800.00
" " colored "	500.00
Teachers' Institutes, S. C.	1,000.00
Colored S. C. pupils at Hampton	500.00
State Agency, Ga.	800.00
40 colored pupils at Atlanta, Ga.	1,000.00
State Agency and Teachers' Institutes, Fla.	400.00
Teachers' Institutes, Miss.	1,200.00
Normal School, New Orleans, La.	2,000.00
" " colored "	1,000.00
Model Schools	600.00
Educational Journal,	200.00
Normal School, Huntsville, Texas	8,000.00
State Agency, Ark.	2,000.00
Teachers' Institutes, Ark.	1,500.00
" " Tenn.	1,000.00
" " colored, Tenn.	300.00
" " W. Va.	2,000.00
	<hr/>
	\$28,500.00

SCHOLARSHIPS AT NASHVILLE NORMAL COLLEGE.

Virginia, 8, amounting to	. . . . .	\$1,600.00
North Carolina, 3, "	. . . . .	600.00
South Carolina, 6, "	. . . . .	1,200.00
Georgia, 20, "	. . . . .	4,000.00
Florida, 8, "	. . . . .	1,600.00
Alabama, 6, "	. . . . .	1,200.00
Mississippi, 13, "	. . . . .	2,600.00
Louisiana, 2, "	. . . . .	400.00
Texas, 11, "	. . . . .	2,200.00
Arkansas, 6, "	. . . . .	1,200.00
	<hr/>	
		\$16,600.00

SUMMARY.

For public schools	\$10,000.00
Normal Schools, Agencies, Teachers'	
Institutes, &c.	28,500 00
Nashville Scholarships	16,600.00
	<hr/>
	<u>\$55,150.00</u>

About seven hundred Peabody Prize Medals will be distributed during the year.

B. SEARS,
General Agent.

STAUNTON, VA., Feb. 17, 1880.

On motion of Chief Justice WAITE, the subject of a Normal School, to be continued at Nashville or established elsewhere, was referred to the Executive Committee and Dr. SEARS, with full power to act.

On motion of Governor FISH, it was

Voted, That, when the Board adjourns, it shall adjourn to meet at the Riggs House, in Washington, at 12 o'clock on the morrow.

The Board then adjourned.

SECOND DAY'S MEETING.

Feb. 19, 1880.

The Board met at the Riggs House, at 12 o'clock.

There were present: Mr. ROBERT C. WINTHROP, the Chairman, and Messrs. AIKEN, BARNES, FISH, EVARTS, HAYES, LYMAN, RIGGS, RUSSELL, STUART, and WAITE, together with Dr. SEARS, the General Agent.

The Secretary read the Record of the previous day's meeting.

Colonel LYMAN, from the Committee appointed to audit the Account of the Treasurer, reported:—

The Committee to whom was referred the examination of the Treasurer's account report that they have examined the same with the vouchers for payments by the Treasurer, and find the same correct, showing a balance in his hands on the 31st of December, 1879, of \$2,457.92, which sum appears to have been to the credit of the Treasurer on that day, in the Bank of America of New York.

THEODORE LYMAN,
G. PEABODY RUSSELL,
GEO. W. RIGGS,

Auditing Committee.

On motion of Mr. RIGGS, it was

Voted, That the action of the Finance Committee and that of the Treasurer in selling the State of Louisiana 7 per cent consols, and certificate for fractional part of bond, amounting to \$56,792, yielding \$26,465.62, be and hereby is confirmed.

Voted, That the interest accrued since 1st July, 1879, and included in the price of the said bonds sold, be considered as part of the principal.

On motion of Chief Justice WAITE, it was

Voted, That the Report of the Treasurer be printed with the proceedings of this meeting.

The Board now proceeded to the choice of a successor to the late General RICHARD TAYLOR, and

THOMAS C. MANNING, Chief Justice of Louisiana, was unanimously elected.

The Report of the Committee to whom were referred such portions of the Chairman's address and of Dr. SEARS's Report, at the Annual Meeting in October last, as related to the special needs for education in the South was then presented and read by Mr. STUART.

The Chairman read the following letters from Bishop WHIPPLE, and General HENRY R. JACKSON:—

THOMASVILLE, GA., Feb. 9, 1880.

MY DEAR FRIEND,—My good friend Dr. Metcalfe has just told me that I must not go to Washington. Pain and suffering have left me weak, and he says that a little exposure might cost me my life.

My heart is with you, and I do pray God to give you wisdom. This will be in many respects the most important meeting of the Peabody Trustees.

I know of no question now before the American people of such pressing importance as the education of the black race. It concerns us quite as much as it does them. Five millions of untrained, uneducated citizens, is a fearful factor in the problem of the future. We shall take care of them, or they will take care of us.

As a Northern man, I owe a debt of gratitude to the black race for their chivalrous devotion to the white women and children who were left in their care during the cruel war; that not one deed of violence occurred speaks volumes for masters and slaves, and answers all objections as to the antagonism of races.

As a Christian, I cannot fail to see that out of the solution of this Afro-American problem may come the solu-

tion of the greater problem of the ages,—the redemption of Africa. I cannot forget how that poor race are entwined in the history of God's people,—that it was a man from Africa who carried our Saviour's cross up the hill of Calvary,—that a man of Ethiopia was one of the first converts received in the Christian Church.

We shall agree on the absolute necessity of this work. Our Board cannot care effectively for this people. It will not be done by individual charity. At present it cannot be done by the several States. The General Government can do it. It has given to every Western State from one to two sections of land in every township for purposes of education. These lands are the heritage of the whole Nation. We are all alike interested in the elevation of a race which may be used to control our whole country.

I do hope that you may be able, by God's guidance, to inaugurate a plan which may be adopted by Congress and prove the salvation of this race. . . . My heart will be with you, and I shall pray God to guide and bless you.

With kind greetings to the members of the Board, and with high regard. Your friend,

HON. ROBERT C. WINTHROP.

H. B. WHIPPLE.

SAVANNAH, Feb. 13, 1880.

MY DEAR SIR,—Since the date of my last letter to you, I have been confined, part of the time, to my bed, and nearly all the time to my room. The doctor has just left me this morning and says that, if I undertake to go North, I will do it at the peril of my life. . . . It is always possible that, if I find myself better on Monday next, I may take the chances and come to Washington. Of this, however, I can now entertain but little hope. . . .

Most respectfully and truly yours,

HON. ROBERT C. WINTHROP.

HENRY R. JACKSON.

In connection with the foregoing, the Chairman read, also, the following extract from a letter of General JACKSON's to Mr. STUART:—

I have read your report with great pleasure. As a Southern man, I thank you for it. Made by such a committee to such a body, I do not see how it can fail to accomplish a great good. Should I attend the meeting, I will give it my hearty support.

The Report was discussed in detail by Governor FISH, Mr. EVARTS, Chief Justice WAITE, Mr. STUART, the Chairman, Colonel LYMAN, and others, and some modifications were made in the original draft. In the course of the discussion, Colonel LYMAN said that

While acknowledging the ability of the Report, he doubted the propriety of any action by Congress. The illiterate negroes might be divided into two classes,—the one composed of adults, who were too old to be educated; the other, of children. Only the second class was, as a whole, susceptible of education. The parents of these children were not paupers, but citizens who performed their part in cultivating the great crops of the South. It was a duty of the Southern States to educate these children, just as it was their duty to provide for legislature, executive and judiciary. The question assumed, therefore, this simple form: Why should the South ask help to give elementary education, any more than to support the ordinary instruments of State government? He thought that the need in these States was not a bounty from the general government, but a belief in the necessity of public primary

education. However, although sceptical about the measure, he should give way to the judgment of the majority of his colleagues.

After further discussion, the Report was unanimously adopted, as follows:—

EDUCATION
FOR
THE COLORED POPULATION
OF THE
UNITED STATES.

The Committee to whom such portions of the CHAIRMAN'S Address, and of Dr. SEARS'S Report, as relate to the special needs for Education in the South, were referred in October last, have had the same under consideration, and respectfully submit the following Report:—

The fundamental principle of every republican government, is, as tersely expressed in the Bill of Rights of Virginia, "that all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and, at all times, amenable to them." The will of the people, as expressed in the modes prescribed by the organic law, is, therefore, the only legitimate governing power. The constitution of a State is but the deliberate and solemn embodiment of the will of the people, by which they ordain and establish a form of government, under which they are content to live, and by which they distrib-

ute, among its various departments, the powers which they deem necessary for the preservation of social order, and the security of life, liberty, and property. The functions of these departments respectively, and of the magistrates chosen to administer them, are to give effect to the judgment of the people, as ascertained in the modes and by the agencies appointed by the constitution and by the laws made in pursuance thereof.

The political system of the United States differs from that of most countries, in this: that it recognizes two distinct governments, viz., the government organized in each State, and intended to regulate its local and domestic affairs, and the Federal government, ordained to exercise the powers confided to it, in relation to such subjects as affect the welfare of all the States. It was the intention of the founders of our system, that each of these governments should exercise the powers conferred on them respectively, and that neither should encroach on the rightful authority of the other.

This brief statement of the dual and complex character of our institutions must satisfy every reflecting mind that both wisdom and virtue are necessary in their administration. Owing to the infirmity of human nature, there is a constant tendency on the part of magistrates to usurp powers not conferred on them, and to encroach on the rights of others. Under our system, grave and intricate questions often arise, which involve not merely the wisdom of measures of public policy, but also the relative jurisdiction or constitutional powers of the two governments.

As the people are the ultimate arbiters of all such disputes, it is obviously necessary that they shall possess that degree of education which will enable them to understand clearly the matters in controversy, and to render an intelligent judgment on them at the polls. It cannot be expected

that the stream will be purer than the fountain from which it flows. If, then, the people, who are the source of all power, be ignorant or corrupt, their government must soon become tainted with the same vices.

Our Revolutionary fathers seem to have been deeply impressed with this great truth. Their writings abound with expressions of their sense of the importance of a general diffusion of knowledge among the people.

They felt that the only hope of the permanency of free institutions rested on the virtue and intelligence of those clothed with the elective franchise. Their jealous apprehension on this subject is manifest from the fact that after the thirteen colonies declared themselves free and independent States, and undertook to form constitutions for their future government, they were careful to provide every practicable safeguard against the participation of ignorant voters in the administration of public affairs. Knowing that they were about to enter on an experiment, which had often been made and as often failed, of the capacity of man for self government, they were careful to restrict the right of suffrage to those classes which were presumed to be most intelligent. And as, at that early day, when common schools were comparatively unknown, education was confined mainly to property-holders, in most, if not all the States, the right to vote was restricted, in some cases, to freeholders; in others, to the owners of a specified amount of personal property; and in others, to those who had been sufficiently educated to be able to read and write. These restrictions were maintained, in most of the States, for many years, and in one at least for half a century. Gradually, however, as education became more general and the people more intelligent, they were from time to time relaxed, until finally, in most of the States, they have been entirely abolished, and "manhood suffrage," with ex-

ceptions for crime, or failure to discharge some public duty, is now the rule.

It may not be unprofitable to refer to the recorded opinions of some of the Fathers of the Republic on the importance of a general diffusion of knowledge among the people.

Washington, in his Farewell Address, condenses into two short sentences an admonition which should never be forgotten by the American people. "Promote, then," says he, "as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

The writings of John Adams are replete with expressions of his estimate of the value of popular education, as the best safeguard of free institutions.

Thomas Jefferson, after his retirement from the presidency, in 1809, dedicated the remainder of his life to the cause of education in his native State. He digested with great care a general system, which embraced,— "1st, elementary schools, for all children, rich and poor; 2d, colleges for a middle degree of instruction, calculated for the common purposes of life, and such as would be desirable for all who would be in easy circumstances; and 3d, an ultimate grade (a university) for teaching the same generally, and in their highest degree."

His system was to some extent carried into effect in Virginia, and, mainly by his exertions and influence, the University of Virginia was established. Such was his estimate of the importance of this institution, that when he prepared the brief epitaph which he wished inscribed on his tomb, as commemorative of the most signal services which he had rendered to his country, he speaks of himself as, "Author of the Declaration of Independence,— of

the Virginia Bill for Religious Freedom,—and Father of the University of Virginia." In a letter to Mr. Yancey, dated Jan. 6, 1816, Mr. Jefferson says: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for them but with the people themselves; nor can they be safe with them without information. Where the press is free, and every man able to read, all is safe." In another letter, to Governor Nicholas, dated April 2, 1816, speaking of his system of elementary education, he says: "My partiality for that division is not founded in view of education solely, but infinitely more as a means of the better administration of our government, and the eternal preservation of its republican principles."

Although it may be stepping aside from the immediate purpose of this report, it may not be uninteresting, as a matter connected with the personal history of that great statesman, to say, that he was by no means a mere theorist in regard to popular education. He labored long and assiduously to carry his theories into practical effect. He not only originated and digested the elective system of instruction, which still prevails in the University of Virginia, and has been so extensively copied in other institutions, but he planned and personally superintended the erection of all the buildings intended for its use. And when the university was about to open its doors to students, although he had attained the advanced age of eighty-one years, he accepted the office of rector, and continued faithfully to discharge its duties until his death; and during all that time the proceedings of the Board of Visitors were recorded in his own handwriting.

Mr. Madison, who has been called the Father of our

Federal Constitution, and who certainly contributed as much as any other man in framing its provisions, was equally emphatic in the expression of his opinions of the value of popular education. In a letter to Wm. T. Barry, of Kentucky, dated Aug. 4, 1826, he says: "A popular government without popular information, or the means of acquiring it, is but a prologue to a farce or tragedy, or perhaps both. Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives." In another letter, to Littleton D. Teakle, of Maryland, Mr. Madison says: "The best service that can be rendered to a country, next to that of giving it liberty, is in diffusing the mental improvement essential to the preservation and enjoyment of the blessing."

Quotations of a similar character, from the writings of the statesmen and sages of the earlier days of the republic, might be indefinitely multiplied, but your committee will content themselves with adding a single extract from the Inaugural Address of President Monroe, delivered on the 4th of March, 1817:—

"Had the people of the United States been educated in different principles, had they been less intelligent, less independent, or less virtuous, can it be believed that we should have maintained the same steady and consistent career, or been blest with the same success? While, then, the constituent body retains its present sound and healthful state, all will be safe. It is only when the people become ignorant and corrupt, when they degenerate into a populace, that they become incapable of exercising sovereignty. Usurpation is an easy attainment, and an usurper soon found. The people themselves become the willing instruments of their own debasement and ruin. Let us look to the great cause, and endeavor to preserve it in full force. Let us, by all wise and constitutional measures, promote intelligence among the people, as the best means of preserving our liberties."

If these solemn admonitions of the importance of elevating the standard of popular intelligence, as indispensable to the safety of our liberties, were deemed necessary at that early day, when our population was small, and comparatively homogeneous, and when the elective franchise was confined to the most intelligent classes, it will hardly be contended that they have lost any of their force by the progress of events since they were promulgated. Restrictions which then existed on the right to participate in the administration of the government, through the right of suffrage, and which were intended to exclude the ignorant, have been removed. Many thousands of immigrants, of all nations and tongues, who had been reared under monarchical governments, and who were illiterate and unacquainted with the spirit and genius of our institutions, and incapable even of reading the provisions of our Constitution, have been brought to our shores; and, within little more than a decade, nearly five millions of people of African descent have been emancipated and elevated to the dignity of citizenship, and placed on the same level with the white race in regard to the elective franchise.

The relation of this latter class, especially, of our fellow-citizens, to the government and people of the United States opens a wide field of inquiry as to the nature and extent of the obligations and duties which grow out of it.

It would be foreign to the purposes of this Report to enter into an extended discussion of the history of the introduction of African slaves into our country, or of the many questions connected with their presence among us. But it can hardly be deemed out of place to state the unquestionable fact that they were introduced into what is now the territory of the United States by authority of the British Government, more than one hundred years before the Declaration of Independence, and while we were

British Colonies. Nor was it done with the sanction of the Colonial Legislatures. On the contrary, there is abundant evidence to prove that some, if not all, of the Colonies earnestly remonstrated against it.

The preamble to the first constitution of Virginia, adopted on the 12th of June, 1776, three weeks before the Declaration of Independence, in reciting the causes of complaint against the British Government which had impelled that commonwealth to arms, assigns as one of the most prominent, "that the king, by the inhuman use of his negative, refused permission to exclude by law the introduction of negro slaves."

It further appears, from the testimony of Mr. Jefferson, that his original draft of the Declaration of Independence contained the following impassioned paragraph: "He (the king) has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people, who never offended him; captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of *Infidel Powers*, is the warfare of the *Christian King* of Great Britain. Determined to keep open a market where men should be bought, he has prostituted his negative for suppressing every legislative attempt to prohibit or restrain this execrable commerce."—*Writings of Jefferson*, Vol. I., p. 19. It is true that, from motives of prudence, this harsh denunciation of the British king was stricken out by the committee, but that circumstance does not in any degree invalidate the truth of the charge.

The fact was recently distinctly admitted by John Bright, the eminent British statesman, in a speech delivered by him at Rochdale, on the 19th December, 1879. In that speech he is reported to have said: "And I may tell you that slav-

ery in the United States was not the offspring of republican institutions. It was there in colonial and monarchical times; it was during the time of George III. that, when the Colonies and the United States would have abolished the slave-trade, the English Government forbade that abolition, and continued the trade."

Buckle, Vol. I., page 321, says: "George III. looked upon slavery as one of those good old customs which the wisdom of his ancestors had consecrated." And in a note he adds: "Such was the king's zeal in favor of the slave-trade, that in 1770 he issued an instruction under his own hand, commanding the governor (of Virginia), upon pain of the highest displeasure, to assent to no law by which the importation of slaves should be in any respect prohibited or obstructed."—*Bancroft's American Revolution*, Vol. III., p. 456.

Edmund Burke, in his great speech on conciliation with America, delivered in the House of Commons, March 22, 1775, referring to a proposition to enfranchise the slaves in the Colonies, said: "Slaves as those unfortunate black people are, and dull as all men are from slavery, must they not a little suspect the offer of freedom from that very nation which has sold them to their present masters,—from that nation, one of whose causes of quarrel with those masters is their refusal to deal any more in that inhuman traffic?"

These facts abundantly prove that whatever responsibility attaches to the introduction and continuance of slavery in the Colonies rests with the Government of Great Britain. It is due, however, to the truth of history to say, that, when our fathers undertook to form the Constitution of the United States, they found the institution of slavery so interwoven with our industrial and social systems that they were obliged to leave it as they found it, trusting, doubtless, that

a cure for it would be found in the future. Hence, neither the word "slave" nor "slavery" is to be found in the Constitution.

At the close of the Revolutionary War, slavery existed in all the Colonies. But, under the influence of wise legislation, it gradually receded from the Northern to the more Southern States, where it lingered until the close of the Civil War, when, happily, by an amendment to the Constitution of the United States, this disturbing element in our political affairs ceased to exist anywhere within the jurisdiction of our Government.

Every intelligent man must have foreseen that the grant of civil and political rights to the colored race must, sooner or later, be the logical sequence of emancipation. The only question which admitted of debate was as to the time when those rights should be bestowed. On this question there was much diversity of opinion. Some of the wisest statesmen of the day maintained that, in their uneducated condition, the colored race would be an unsafe depository of political power. They therefore contended for a period of probation, during which this race could be educated up to the level of their political duties.

Other counsels, however, prevailed, and a race numbering five millions of souls was elevated from the degradation of slavery to the high position of citizenship of a great republic, with all its precious rights and weighty responsibilities.

Our worthy General Agent, whose duties during the last twelve years have carried him into all portions of the Southern States, and thrown him into personal communication with all classes of the colored race, and with intelligent and trustworthy persons most familiar with their condition and capacity, states in his last Report that "a large portion of them are, confessedly, unqualified for a

judicious exercise of this power" (the right of suffrage). No unprejudiced and well-informed man can question the truth of this statement.

We are thus compelled to face the fact that more than half a million of voters, scattered over half the Union, from illiteracy are notoriously incompetent to the intelligent discharge of the public duties intrusted to them. This large class of uneducated voters, it must be remembered, are not merely citizens and voters of the States in which they respectively reside: they are also citizens of the United States. The power which they wield and the influence which they exert is not merely local: it is co-extensive with the Union. Their votes may decide the issues of peace or war; they may control presidential elections and give shape to the policy of the nation; they are entitled to participate in the election of President and Vice-President, of Members of the House of Representatives, and of the State Legislatures which choose Senators of the United States; they elect governors and legislators of their respective States, and in many States, judges, clerks, sheriffs, supervisors, magistrates, and almost every officer intrusted with the administration of public affairs; they are themselves eligible to all positions of honor, trust, and emolument, and legally competent to act as judges or to sit as jurors in cases involving the most sacred rights of life, liberty, and property.

The evils likely to ensue from intrusting political power to ignorant and incompetent hands have been so forcibly and eloquently explained by the late Horace Mann, of Massachusetts, that your Committee cannot forbear from quoting a few sentences from his masterly address on this subject as expressive of their own opinions. He says:—

"The illustrious and noble band who framed the Constitution of the Union,—Washington, Franklin, Adams, Jefferson, Madison,—

who adjusted all the principles which it contains by the line and the plummet, and weighed the words which describe them in scales so nice as to tremble beneath the dust of the balance, expended the energies of their mighty minds to perfect an instrument which, before half a century had passed away, was doomed to be administered, controlled, expounded, by men unable to read and write. The power of Congress over all the great social and economical interests of this vast country ; the orbits in which the States are to move around the central body in the system ; the functions of the Executive, who holds in his hand the army and the navy, manages all diplomatic relations with foreign powers, and can involve the country at any time in the horrors of war ; and that grand poising power, the Supreme Judiciary, appointed to be the presiding intelligence over the system, to harmonize its motions and to hold its attracting and diverging tendencies in equilibrium,—all this splendid structure, the vastest and nicest ever devised by mortals, is under the control of men who are incapable of reading one word of the language which describes its framework and defines its objects and its guards, incapable of reading one word of contemporaneous exposition, of antecedent history, or of subsequent development, and therefore make it include anything or exclude anything, as their blind passions may dictate. Phaeton was less a fool when he mounted the chariot to drive the horses of the Sun, than ourselves, if we expect to reach the zenith of prosperity and happiness under such guidance."

If Horace Mann felt justified in using language like this more than twenty years ago, where would he find words adequate to the expression of his thoughts if he were living in the present day !

Assuming, then, that the solemn warnings of Washington, Adams, Jefferson, Madison, and other fathers of the Republic, and of Horace Mann, one of the most devoted champions of freedom, at a later era, were not merely idle words, idly spoken, but the deliberate expression of their matured convictions, we are naturally led to inquire, How can we best guard against the evils which they deemed so dangerous ?

Your Committee are persuaded that the best security will be found in affording to ignorant voters such a degree of education as will qualify them for the intelligent discharge of their duties as citizens.

Here we may be met with the inquiry, Does your Committee intend to recommend that Congress shall assume control over the whole subject of education in the United States? They answer unhesitatingly in the negative. Popular education is a duty, which, as a general rule, belongs to the government and people of the respective States. It is a matter of local and domestic policy, which can be more appropriately and effectually managed by the local governments.

But, in the opinion of your Committee, the colored race constitute an exceptional class of our population. Having for generations been held in slavery, they had no opportunity of obtaining education, of acquiring property, or of qualifying themselves for the intelligent discharge of the duties of citizenship. They are not responsible for their ignorance. They have had no teachers to instruct them in even the rudiments of knowledge, and their parents were as ignorant as themselves. It cannot, therefore, be matter of surprise that they should be, as they unquestionably are, generally incompetent to form intelligent opinions on political questions, or to exercise with discretion the elective franchise. Justice would seem to demand that when a duty is required of a class of citizens, the means should be afforded to them to discharge it properly. The general sentiment of mankind has condemned as tyrannical and oppressive the conduct of the Egyptian task-masters, who required the Israelites to make brick and yet refused to furnish the straw that was necessary.

There is another aspect of this subject which addresses itself strongly to the humanity and sympathy, as well as to the sense of justice, of the American people.

While the colored race were held in bondage they were at least protected from want by the superintending care of their masters, whose interest, as well as duty, prompted them to provide for the physical welfare of their slaves. Emancipation has broken this bond, and the illiterate race is now brought into competition with the whites in the struggle for subsistence. Knowledge is said to be power. With equal truth it may be affirmed that ignorance is weakness. Your Committee have already quoted the pregnant remark of Mr. Madison, that "Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with this power which knowledge gives." Can the people of the United States feel that they have done their whole duty to the colored race until they have given them that degree of education which is essential to self-protection?

Passing to the consideration of the subject in its broader and national aspects, can any reflecting man doubt that the infusion of so large an element of ignorance into the constituent body must be a source of weakness to our system of government? Can any one fail to perceive that such a class of voters are constantly liable to become the dupes of artful demagogues, and give their support to measures dangerous alike to liberty and property?

The Chairman of our Board, in his address at the opening of the last meeting, gave us an admonition on this subject which should never be forgotten. It was in these words: "Our free institutions rest upon intelligence and virtue, and can survive almost anything except ignorance, and the vice, corruption, and violence which are so generally the results of ignorance."

Let us next inquire into the magnitude of the danger which threatens us. The colored population of the United States was ascertained by the census of 1870 to be, in

round numbers, four and a half millions. At the present date it probably exceeds five millions. If we assume that of these one-seventh are voters, we have the fact that there are more than seven hundred thousand colored men in the United States, who are clothed with the right of suffrage, and yet, in the mass, are incapable of discreetly exercising it.

We are now brought to the consideration of the question, From what source are the means to be supplied which are necessary to correct the evil?

By the operation of causes which have already been adverted to, it so happens that this class of our population, which at the date of our independence and for some years afterwards was diffused over all the colonies, is now confined mainly to the Southern States. These States have not been insensible of the mischief to be apprehended from the presence of so large a class of ignorant voters, and they have manifested the most praiseworthy disposition to aid, as far as their means would allow, in their education. In most, if not all of them, systems of free schools have been established; but, in their impoverished condition, they are unable adequately to meet the emergency.

Some idea of the extent of the impoverishment of these States may be formed by reference to their assessments of values, as reported in the census returns of 1860 and 1870:

In 1860 the aggregate of values, including slaves,	
was	\$5,426,041,724
In 1870 the aggregate was	<hr/> 3,553,757,000
Showing a decrease during the decade of	\$1,872,284,724

The population of these States in 1870 was:—

White	9,275,856
Colored	4,472,684

It will thus be seen that in 1870 nearly one-third of the population of those States consisted of recently liberated slaves, owning but little or no property, and generally with no means of acquiring any except by manual labor in grain or cotton fields. If we add to these the number of whites who were impoverished by the war, it will probably appear that one-half of the entire population is incapable of bearing taxation. Most of the Southern States which have attempted a liberal system of free common-school education have done so at the expense of their creditors, as they were obliged to apply to the support of their schools the money which had been pledged for the payment of their State debts. Relief from this source is therefore impracticable, and the only hope that remains of obtaining it is from an appeal to the liberality and justice of Congress.

Seven hundred thousand illiterate voters constitute an important factor in national politics. The influence which they may exert in shaping the destiny of our country has already been adverted to. But it must also be remembered that, being citizens of the United States, they are entitled to every right which belongs to citizens of each and every State. They may migrate, at pleasure, to any State, and there exercise all the rights, including the right of suffrage, to which the citizens of that State are entitled. An exodus from the Southern to some of the Western States has already commenced, and the day may not be far distant when the colored vote may be the controlling power in those States. Each State, therefore, has a separate interest in guarding against the evil from this source by giving aid in the education of this class of voters.

But there are other considerations which address themselves with great force, not only to the patriotism, but to the self-interest of the people of the North.

The appeal which was made in the late Civil War to the

terrible arbitrament of arms has settled, as we hope, *finally*, that the union of these States is to remain forever indissoluble. Our country is, therefore, through all time, to remain one and indivisible. This unity of government seems necessarily to imply unity of interests. All the States being members of one body, whatever affects injuriously any member must be hurtful to all. It would be as unreasonable to expect that an ulcer in one member of the human body would not affect the whole system, as to suppose that the ignorance and vice which may afflict one of the States would not extend their baneful influence to all.

History teaches us that in all communities where freedom of thought and speech is tolerated, earnest and sometimes angry controversies, growing out of real or supposed diversities of interest, are almost certain to arise. Among the most fruitful sources of this kind of discord is the assumed antagonism between capital and labor, between the interests of the rich and the poor. Fallacious as all such ideas may be regarded by educated men, they are, and ever will be, captivating to the uneducated and the destitute. Where large masses of population are uninformed, and in need of the common necessities of life, nothing is more easy than for artful demagogues to inflame their minds against their more fortunate countrymen, who, by patient industry and thrift, have been able to surround themselves and their families with all the appliances of comfort and luxury.

What right have the people of the United States to claim exemption from dangers of this kind, which have proved so disastrous in other countries? It must be remembered that probably four-fifths of all the bonds of the United States, of the several States, of counties, cities, and towns, and of railroad and canal companies; and even a larger proportion of the stocks of all the banks, railroad and

canal companies, factories, insurance companies, and other moneyed corporations which are held by citizens of the United States, are owned by capitalists of the Northern and Eastern States. The people of the Southern and Western States, and especially the colored people, own very few of them, and have no further concern with them than to bear, directly or indirectly, their share of the taxes levied to pay the interest or dividends on them. What security have the people of the United States that these jarring interests of debtor and creditor, of numbers and property, may not in the future give rise to serious conflicts? Very recently riotous commotions of this kind assumed such formidable proportions as to render it necessary to use military power to suppress them. If to this turbulent element of the North there be added seven hundred thousand untutored and non-property-holding colored voters, whose interest is opposed to these kinds of property because of the taxation which they entail upon them, it requires no spirit of prophecy to foresee that the danger will be greatly increased. Attempts have already been made, and not without some success, to instil into the minds of the colored voters the idea that they are neither morally nor legally bound to pay any public debt which was contracted before they were emancipated and invested with the rights of citizenship.

Admonitions like these ought to teach the thoughtful men of all parts of our country, those who desire to maintain the peace and order of society, that the time for vigorous action has come. Delays are dangerous. If the corrective be not promptly applied, the evil may become irresistible. That corrective is the diffusion of knowledge among the people; and this can be accomplished only by teaching every voter to read and write, so that he may be able to have access to the best sources of information and

form an intelligent opinion on every question which may arise.

The next point which your Committee have felt it to be their duty to consider is, Does Congress possess the constitutional power, not to *control*, but to *contribute* to, the education of citizens of the States?

If doubts were entertained as to the existence of such a power in an unqualified form, it might well be contended that the case of the colored population is surrounded by such peculiar circumstances as to take it out of the influence of any general rule. But fortunately, this question, even in its general aspect, is not a new one, presented now for the first time to be decided. It may be regarded as *res adjudicata*. The laws of the United States present innumerable precedents in which Congress has exercised the power to contribute toward the general education of citizens of the new States, and in no instance has its constitutional right to do so been questioned.

As preliminary to the discussion of this branch of the subject, it may be proper to state a few prominent facts in connection with the public domain of the United States, which constitutes the fruitful source from which congressional aid to education has been supplied.

By the treaty of 1763 between Great Britain and France it was agreed that the Mississippi River should be regarded as the western boundary of the British American Colonies. At the close of the Revolutionary War all the territory lying between the Atlantic on the east, the Mississippi on the west, the Lakes on the north, and the 31st parallel of latitude on the south, was either included in the limits of the thirteen Colonies or was claimed by them. In the year 1780, at a very critical period of the Revolutionary struggle, the Continental Congress urged the States to cede their respective claims to the "Northwestern Territory"

to the general Government, as a measure essential to the credit of the Government, and perhaps to the independence of the Colonies.

After much negotiation with the Continental Congress, Virginia agreed on the 20th of May, 1783, to make the cession, with certain reservations and on conditions set forth in the Act of her General Assembly of that date. Among the conditions which she required to be incorporated into the deed of cession is the following:—

“That the lands within the territory so ceded to the United States, and not reserved for or appropriated to any of the before-mentioned purposes, or disposed of in bounties to the officers and soldiers of the American army, shall be considered as a common fund for the use and benefit of such of the United States as have become or shall become members of the Confederation, or Federal Alliance, of the said States (Virginia inclusive), according to their usual respective proportions of the general charge and expenditure, and shall be faithfully and *bona fide* disposed of for that purpose and for no other use or purpose whatsoever.”—*Act Dec. 20, 1783.*

All the other States which claimed unsettled territory within the limits above described, from time to time ceded the same to the general Government, which thus became possessed of the legal title to the whole. The purchase of Louisiana in 1803, and of Florida in 1819, added vastly to the area of the public domain of the United States, and it was still further extended by acquisitions from Mexico, by treaties with Indian tribes, and by the purchase of Alaska.

In the first act passed by the Continental Congress, on 20th of May, 1785, for the disposition of the lands ceded by Virginia and the other States (and which has constituted the basis of the policy in regard to all the public lands), it

was enacted that they should be laid off into townships, that section No. 16 in each township should be reserved for the maintenance of public schools, and that two townships in every State should be set apart for the support of a university.

In 1848 and 1849 a still more liberal policy in regard to the provision for educational purposes in new States was adopted. In the acts passed in those years respectively, creating the Territories of Oregon and Minnesota, section No. 36, in addition to section No. 16, in each township, was set apart for school purposes; and to each new Territory organized and State admitted since 1848 (except West Virginia), the sixteenth and thirty-sixth sections of every township, one-eighteenth of the entire area, have been granted for common schools. Other States have received grants greatly in excess of the 46,080 acres, which is the quantity embraced within two townships. Ohio has received 69,120 acres, Florida and Wisconsin 92,160 acres each, and Minnesota 82,640 acres.

For information in regard to the extent of these grants your Committee are indebted to the first report of Dr. Barnard, late United States Commissioner of Education, published in 1868. From this report it appears further that under the acts of Congress passed in 1785 and 1786, there had been distributed among twenty-six new States and Territories 67,983,914 acres for the support of schools, besides what was given for universities and deaf-mute asylums. Of the pecuniary value of these grants, some estimate may be formed by reference to the Report of Dr. Barnard in regard to the lands granted to Minnesota. It appears from that report, that from 1862 to 1866, embracing a period of five years, Minnesota had sold 210,769 acres, which yielded \$1,324,779, the average price being \$6.28 per acre. At that date she had unsold 2,795,898 acres,

which, if sold at the same price, would yield nearly \$18,000,000 more! In other words, the United States have granted to the single State of Minnesota lands, for the purposes of education, which have a money value of nearly \$20,000,000, while not a dollar's worth has been granted to any of the original thirteen States except their proportion of the grant for the endowment of Agricultural and Mechanical Colleges, in which the new States as well as the old participated ratably.

In view of this unbroken line of precedents, commencing nearly a hundred years ago under the articles of Confederation, before the Constitution of the United States was adopted, and steadfastly continued under the Constitution of the United States, to the present day, it would seem to be idle now to raise a question as to the constitutional power of Congress to make such grants.

It may not be amiss to say that in addition to the grant of land made by the United States, out of the common fund, for the purposes of education, it appears from the report of the Commissioner of the General Land Office, that grants amounting in the aggregate to 189,219,886 acres had been granted, prior to 1867, mainly for the benefit of the new States, for the construction of canals and railroads. What has been the extent of the grants since that date your Committee have not had the means of ascertaining.

It has already been stated that the cession by Virginia of her Northwestern Territory to the general Government, which was among the earliest in the order of time, was made and accepted on the condition expressed on the face of the deed that this territory so ceded should be held and considered as a common fund for the use and benefit of all the States (Virginia included), and for no other use or purpose whatsoever. Your Committee have not had access

to the deeds of cession made by the other States so as to be able to state whether similar conditions and trusts were expressed on the face of those deeds. Be that as it may, your Committee have no hesitation in expressing the opinion, that from the nature and purposes of the grants, and the circumstances under which they were made, similar trusts must necessarily be implied. And, as all the other additions to our public domain were acquired either by purchases which were paid for out of the common treasury of all the States, or by conquest effected by the common arms of all the States, a trust in regard to them necessarily results for the common benefit of all the States.

The whole public domain may, therefore, justly be regarded as a trust subject, of which the Government of the United States is trustee and the States the beneficiaries. This, like every other trust, should be administered equitably, and in such a manner as to give effect to the purposes for which it was created. The principles of equity are immutable. They are not affected by the character of the parties in interest. They apply with equal force to natural persons, to corporations, and to governments. Wherever a trustee has, inadvertently and from the exigency of circumstances, departed from the terms and spirit of the trust, and given to one or more beneficiaries a larger share of the trust subject than he or they are entitled to receive, justice demands that he shall so administer the residue as to restore equality among all entitled to participate in the fund. In cases where an individual or a corporation amenable to process of law fails or refuses to administer his trust upon this principle, a court of equity will intervene to compel him to do justice among all the parties in interest. The Government of the United States surely cannot ignore these fundamental maxims of equitable jurisprudence, or claim exemption from them.

The above statement of facts is intended to show that the Government has executed its trust in relation to the public domain only partially. Its policy has been mainly directed by the necessity of encouraging immigration to new States struggling into existence in the western wilderness, and whose people were unable to make adequate provision for the education of the young. This necessity was greatly enhanced by the fact that many of the settlers in the new States were foreigners, ignorant of our language and of our institutions; and it was, therefore, important to enable even adults to acquire such education as was necessary to fit them for the discharge of the duties of good citizens.

This beneficent purpose has now been accomplished. The acts of Congress have provided an ample educational fund in every new State and Territory, and the reason for departure from the line of the trust no longer exists. The time has arrived when its fiduciary obligations should be strictly complied with, by returning to the principle of equality in the distribution of the fund. The intrinsic equity of such an administration of the trust in the future must commend itself to every fair and unprejudiced mind, independently of all extraneous considerations. But it derives new force from the fact that a large class, without education and without the means of getting it, have, by the act of the Government itself, been made voters in six of the "Original Thirteen," and a larger number of the new States. The just claim of this large class of voters can no longer with propriety be resisted or evaded. It appeals, as has been clearly shown, alike to the justice and humanity and Christian sentiment, and we may add to the enlightened self-interest of every part of our common country.

The national domain which still remains unappropriated amounted, in 1867, to one billion, four hundred and four-

teen million, five hundred and sixty-seven thousand, five hundred and ninety-four acres (1,414,567,594).

This constitutes an ample fund, not only to educate the colored people of the Southern States, but to equalize the account between the old and new States, and still leave an almost inexhaustible supply for many generations to come. It appears from the last Annual Report of our able and accurate General Agent that there are at this time "two millions of children in these [the Southern] States without the means of instruction." Of these doubtless more than one-half are colored. Our General Agent presents the necessity of action by Congress on this subject in the following impressive words: "The mere neglect of a great opportunity may entail disaster upon them and their posterity by suffering a horde of young barbarians to grow up to prey upon the peace of society. The peril, if once overlooked in the critical moment, cannot afterwards be remedied by legal enactment and penal measures. If men fail to take the necessary precaution by training the young to be useful citizens, they must expect to reap a corresponding harvest, and to see around them a community distinguished for 'dwarfish virtues and gigantic vices.'"

This is the language of a man who was born, reared, and educated in the East. A native of Massachusetts and for some years superintendent of public schools in that ancient commonwealth, he has become practically acquainted with the necessity of education. Twelve years ago he was called from the presidency of Brown University in Rhode Island to become the General Agent of the Peabody Board. During that time he has faithfully fulfilled the duties of that position, making annual visits to the Southern States, having free intercourse with the people of all classes and colors, and becoming familiar with their condition and wants. He speaks, therefore, not from rumor but personal observation and knowledge.

The only remaining points which seem to demand a passing notice from your Committee are,— 1st, the mode of administering the assistance; 2d, the extent to which it should be carried; and 3d, the period for which it should be continued.

The experience of this Board has demonstrated the propriety of using the officers connected with the school systems of the respective States as agents in the application of the funds of the Peabody Board to the purposes of the trust. All the Southern States seem now to have awakened to a sense of the importance of a general system of free schools. Most of them have organized efficient systems of instruction so far as their limited means will allow them to go. Faithful and competent officers have, in most instances, been put in charge of them. These agencies are too important to be overlooked. Their employment, as means by which the bounty of Congress can be bestowed, is recommended by considerations of economy; and their use would tend, also, to avoid local jealousies and promote harmony and unity of action. The Bureau of Education, already organized at Washington, could act as the central agency, and have the general direction of the entire system, as the General Agent of the Peabody Board now has in the administration of its funds.

2d, As to the extent of the relief to be afforded. This will, of course, depend on the opinion which Congress may form as to the importance and pressing nature of the subject. Your Committee will only suggest that it should be liberal and proportioned to the great work to be done. The first effort should be directed to the successful introduction of a system of rudimentary education. Differences of opinion may arise as to what branches of knowledge should be taught in these schools. Thomas Jefferson, who in the latter part of his life bestowed much labor and

thought upon the subject of popular education, in describing the proper subjects and limitations of primary education, says: —

“These objects would be —

“To give to every citizen the information he needs for the transaction of his own business.

“To enable him to calculate for himself, and to express and preserve his ideas, his contracts, and accounts in writing.

“To improve, by reading, his morals and faculties.

“To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either.

“To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment.

“And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.

“To instruct the mass of our fellow-citizens in these their rights, interests, and duties as men and citizens, being then the objects of education in the primary schools, whether private or public, in them should be taught reading, writing, and numerical arithmetic, the elements of mensuration (useful in so many callings), and the outlines of geography and history.”

3d, As to the period of time for which this liberal provision for the primary education of the colored race should be continued. Your Committee hope that if the system which they propose shall be adopted, its benefits will be so apparent that, by general consent, a permanent fund will be set apart, as has been done in the new States, for its continuance through all future time. But the most urgent demand now is for a liberal provision to meet the exigencies of the present time. The colored people of the Southern States are now in great part ignorant and without property. Few of the adults can read or write. They are incapable, therefore, of giving any instruction to their

children at home. They are entirely dependent on the assistance of the public schools. Aid should be given, not only to the young, but also to adults where they are willing to receive it. If such a system of instruction be pressed with energy for fourteen or fifteen years, it is hoped that after that time, in consequence of the advance which, it may reasonably be expected, the race will have made in the attainment of knowledge and the acquisition of property, the amount contributed for their benefit may be gradually diminished.

In view of all the facts and reasons above stated, your Committee are of the opinion that the suggestions made in the Address of the Chairman and the Report of the General Agent were wise and well timed, and ought to receive the sanction and support of the Board.

In conclusion, it may not be improper to offer a few words explanatory of the reasons which seem to render it proper that this Board should bring the matter of education in the Southern States to the notice of Congress.

George Peabody, the enlightened and beneficent founder of the trust which bears his honored name, was a native of Massachusetts, but for many years a resident of London, where he accumulated a large fortune. With characteristic sagacity, he was among the first to foresee the evils which would be entailed on the Southern States by the ravages of the war, and the consequent inability of the people of those States to extend to the rising generation the blessings of education. Discarding every feeling of a sectional character and acting with a magnanimity almost without a parallel in history, he dedicated several millions of dollars of his private fortune "to be held by trustees [named by himself] and their successors, and the income thereof used and applied, in their discretion, for the promotion and encouragement of intellectual, moral, and industrial education among

the young of the more destitute portions of the Southern and Southwestern States of our Union, his purpose being that the benefits intended should be distributed among the entire population, and without other distinction than their needs and the opportunities of usefulness to them."

For twelve years the members of this Board have endeavored faithfully to discharge the duties of the trust reposed in them. In the performance of this duty their thoughts have been turned to the destitution of the Southern States, to the unlettered condition of a large portion of their population, and to the necessity of extending liberal assistance to the education of the new class of voters who have been introduced into our system. The Board have the satisfaction of knowing that with the limited means at their disposal they have been able to accomplish much good. But these means are entirely disproportionate to the end. Where millions of citizens are growing up in the grossest ignorance, it is obvious that neither individual charity nor the resources of impoverished States will be sufficient to meet the emergency. Nothing short of the wealth and power of the Federal Government will suffice to overcome the evil.

Your Committee are, therefore, of the opinion that, as the official representatives of George Peabody and of the patriotic purposes which he had in view in the establishment of his trust, it is eminently proper, if not strictly in the line of their duty, that this Board should present to the notice of Congress the facts which have come to their knowledge in the course of their administration of this trust, and ask that Congress shall give such aid as may be deemed proper in furtherance of education in the Southern States.

Your Committee, therefore, recommend the adoption of the following Resolution: —

Resolved, That it is expedient that this Board should present a memorial to Congress, praying that it may grant such aid as may be required to secure to the colored population of the Southern States the education which is necessary to fit them for the discharge of their duties as citizens of the United States.

ALEX. H. H. STUART.
M. R. WAITE.
WM. M. EVARTS.

WASHINGTON, February 19, 1880.

On motion of Mr. STUART, it was then

Voted, That the Chairman be requested to prepare, and to present to the National Legislature, a suitable Memorial, in accordance with the Report.

On motion of Mr. EVARTS, it was

Voted, That the next Annual Meeting be held at Washington, on the first Wednesday of February, 1881.

On motion of Mr. STUART, the Board then

Voted, To adjourn.

GEORGE PEABODY RUSSELL,
Secretary.

M E M O R I A L.

[Agreeably to the order of the Board, the following Memorial was presented to both branches of Congress on the 8th of March, 1880:]

*To the Honorable the Senate and House of Representatives
of the United States in Congress assembled:—*

The Trustees of THE PEABODY EDUCATION FUND respectfully represent:—

That, in administering the great Trust committed to them by the late GEORGE PEABODY, their attention has been turned to the vital necessity of National Aid for the education of the colored population of the Southern States, and especially of the great masses of colored children who are growing up to be voters under the Constitution of the United States:—

That the subject of invoking such Aid was referred for consideration, in October last, to a Special Committee of their Board, consisting of Alexander H. H. Stuart, of Virginia, Morrison R. Waite, of Ohio, and William M. Evarts, of New York; and that the Re-

port of this Committee, after careful deliberation, has now received the unanimous assent of the Trustees, and of their General Agent, Dr. Sears.

The Trustees ask leave to submit this Report to the consideration of Congress, with an expression of their earnest hope that it may receive an early and favorable attention, and that seasonable provision may be made for meeting an exigency which concerns the best interests of the whole Union.

ROBERT C. WINTHROP,
Chairman.

GEORGE PEABODY RUSSELL,
Secretary.

WASHINGTON,
February 20, 1880.

NINETEENTH MEETING OF THE TRUSTEES.

WASHINGTON, Feb. 2, 1881.

THE Trustees met at the Riggs House in Washington on Wednesday, Feb. 2, 1881, at 12 M.

There were present: Mr. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, GRANT, EVARTS, RIGGS, WETMORE, BARNES, WAITE, WHIPPLE, JACKSON, HAYES, MANNING, and LYMAN.

Prayer was offered by Bishop WHIPPLE.

The Chairman then addressed the Trustees as follows:—

ADDRESS OF HON. ROBERT C. WINTHROP.

We meet to-day, Gentlemen, in accordance with the motion made by Mr. Evarts, and adopted by the Board, when we were last here, appointing this first Wednesday of February for our next Annual Meeting. The year which has elapsed, since that vote was passed, has been marked by an event of the deepest moment to our Trust,—an event which has been known and lamented by us all for many months, but which, as we meet again here for the first time since it occurred, comes home to us with all the force of a fresh sorrow.

Our devoted and excellent General Agent, Dr. Barnes Sears, died at Saratoga Springs on the 6th day of July last. When he parted from us towards the close of the previous February, he seemed unusually strong and vigorous; and,



B. Sears.

though then in the seventy-eighth year of his age, he gave us every hope, and had every hope himself, of being able to carry along the great work which we had committed to him with unabated energy and efficiency. It happened, however, that we had laid upon him, at the last moment, a heavy burden of responsibility.

The subject of continuing our Normal College at Nashville, Tennessee, or of removing it to Atlanta, Georgia, after consideration and discussion by the Board, had been referred to the Executive Committee and Dr. Sears, jointly, with full power to act. The Executive Committee, after much consultation, instructed Dr. Sears to proceed with the settlement of the question at once, on the terms which had been agreed upon between them. He accordingly went to Atlanta early in March, where he was met by President Stearns of the Nashville University, and they entered without delay upon a careful survey of the whole matter, in connection with the Governor and the educational authorities of Georgia, including Dr. Orr, the accomplished School Commissioner of the State. But Dr. Sears had caught a severe cold on his journey, and was confined to his chamber for several days, under the hospitable roof of Governor Colquitt. He persevered, notwithstanding, in attending to the settlement of the question, which involved him in many complications and much anxiety; and, after a considerable delay, returned to his home at Staunton in an enfeebled and suffering condition.

Writing to me on the 20th of April he says: "I took a cold in Georgia, which has not wholly left me yet, or you would have heard from me before this time." Writing to me again on the 7th of May he says: "My illness, which has been *Laryngitis*, has been somewhat protracted, but I now hope I have 'got around Point Judith,' as the Bostonians used to say."

This hope, however, was of short duration, and his recovery soon became a subject of serious concern to his family and to himself. By the advice of his physician he was taken to Saratoga Springs about the middle of June; but neither the waters nor the climate produced any favorable change. His system was exhausted, and the end of his long and valuable life was at hand. My friend, Dr. George E. Ellis of Boston, was happily in the way of ministering greatly to his comfort during the closing weeks of his illness. His last hours were painless, and he sank peacefully to his rest.

His remains were at once removed to Brookline, Massachusetts, to be laid in the tomb of his wife's family, and our Board was represented at the funeral by Colonel Lyman and myself.

As this bereavement, Gentlemen, will deprive us of the customary Annual Report, from the only one able and authorized to make it, I shall offer no apology, as Chairman of the Board, for occupying a part of the time which we have generally been so glad to spend in listening to Dr. Sears's account of what he had accomplished from year to year, by a cursory review of the services he had rendered, as our General Agent, to the great cause intrusted to us by Mr. Peabody. It is due to his memory, and due to ourselves, that his signal success in organizing and conducting this cause should be understood and appreciated by all whom it concerns, or who are interested in the subject.

My own relations to our Trust go back to the month of October, 1866, when Mr. Peabody took me into his confidence, and communicated to me privately, and only for consultation, his noble purpose to devote millions of his money to providing the means of education for the children of those Southern and South-western States which had suf-

ferred during the Civil War;—“without other distinction than their needs and the opportunities of usefulness to them.” I have already given some of the details of that impressive interview, in a former Address to the Trustees.

It was not, however, until the following February that his purpose was promulgated, and our Board formally organized. After this organization, which took place here in Washington, on the 8th of February, 1867, we adjourned to meet in New York about the middle of March. The time of that meeting had nearly arrived, and we were all still at a loss in regard to the best mode of proceeding to execute the charge which we had accepted, when I casually met Dr. Sears at the old Wednesday Evening Club in Boston. Strangely enough I had not even thought of him in this connection previously; but I came at once to the conclusion, that I had found the man who was to solve all the perplexities in which we were involved, and which weighed upon myself peculiarly, as the one whom Mr. Peabody had designated and relied upon to arrange the primary action of the Board. Entering immediately into private conference with him, giving him my own views and listening to his, I begged him to furnish me in writing at the earliest moment with the results of his best reflection and judgment on the whole matter. He was then the President of Brown University, and was obliged to return to Providence early the next morning; but before he left Boston he called at my door, said that he had passed a sleepless night in pondering over what I had told him,—of which he had known nothing before,—and promised that I should hear from him that very day. The next mail from Providence brought me accordingly the following letter, dated on the day after I had first met him:—

PROVIDENCE, March 14, 1867.

Hon. ROBERT C. WINTHROP.

MY DEAR SIR, — At your request, I give you such thoughts as have occurred to my mind, in the brief time that has intervened since I saw you, on the subject of the use that it is expedient to make of the Fund which Mr. Peabody has placed at your disposal.

1. Too much importance cannot be attached to the policy and measures that shall be adopted. Besides the care that can be bestowed on the subject by the Trustees, who, it is supposed, can give but a limited amount of time to it, I think, with you, that it is desirable to have an executive officer, a superintendent, who can comprehend the whole subject, and work whatever machinery is necessary with unity of design and with effectiveness.

2. As to plans and methods, much is to be created. We have nothing exactly like what is to be undertaken. There are no examples before you. There has been no experience directly in this line of action. Much must come by time and by actual trial. Principles may be laid down, but there must be room for variation in details.

3. There are two general methods to be considered : The one is that of originating and carrying on a system of schools. The other is that of disbursing funds in aid of others who shall have the schools in charge. The former method would require an extensive system of agencies. *Work* will not go on well without an ever-present and active superintendence and vigilance to prevent and correct abuses arising from negligence or selfishness. The latter is simpler, easier, and is attended with fewer risks.

Now, if time shall show that the two methods must be, to some extent, combined, it would seem to be safer and more convenient to begin with the second, as the transition to the first could be made, without trouble and to any extent, whenever it should appear expedient. Any change in the other direction would be more difficult, as the first method commits one largely for the future.

4. I should think it might be as well to begin with a single agent, whose first business it should be to furnish aid where it is most needed, in strengthening and resuscitating schools, and, perhaps, aiding others to open new ones. For a time, he might find judicious and active friends of education, who, in different localities, would gladly render him the aid he shall need. Thus he would soon, as he proceeds, learn not only what kind and amount of help is needed, but he would come to know the men who could best render it. If it be necessary to have local agents, this would perhaps be the best way of introducing them.

5. Of course, *effective schools*, that shall be permanent, is the great *desideratum*. This is not only the best thing for the young, but they furnish to the people at large the strongest argument in favor of popular education. Let good schools, springing up on the soil, growing out of the wants of the people, and meeting those wants, be sprinkled all over the South, as examples, and be made the *nuclei* for others, and let them be established and controlled, as far as possible, by the people themselves, and they will in time grow into State systems.

Beside direct aid in the support of such schools, which would, no doubt, be the first work to be done, there are various indirect ways of reaching the same end. Normal Schools, especially for training female teachers for the primary schools ; higher education given in the form of Scholarships to a limited number of young men, who should obligate themselves to teach for as long a period, at least, as that during which they received aid, or to refund the money ; encouragement to Teachers' Associations (County or State Associations) by giving them fifty or a hundred dollars to pay for the lecturers at their meetings ; aid to the Editors or Publishers of Journals of Education for the benefit of Teachers,—these might be some of the indirect methods to be used.

6. I will state a little more particularly here some of the objections to the first plan mentioned in No. 3. There will not only be a great amount of supervision and direction of the work on the hands of the Trustees and their agents ; but many official reports from all the schools, whose forms must be prescribed, which must be examined, collated, and possibly printed, as is now done by Boards of Education. All this formidable official

procedure, by a body of men in some sense foreign to the different States, will only serve as a barrier, keeping the schools from the public sympathies. The ownership of lots and buildings by the Trustees will tend to make the people indifferent or jealous. The ultimate transfer of such property to the towns and cities will be an awkward business to transact. The permanent care of a large number of houses, their security, proper occupancy, and repairs, will be troublesome. Property jointly held by the towns and the Trustees would occasion still more trouble. At the utmost, I should think, one or two or three Normal School buildings might be owned by the Trustees. Even these it might be better to induce the *people* to build, and then carry on the schools for them for a longer or shorter time, either wholly or in part. Places for other schools, especially primary schools, could be obtained without building or purchasing them, certainly for the present. But on these and other similar points, experience would soon be the best teacher. These are first thoughts, which, for that reason, may have but little value.

Very respectfully and sincerely

Your ob't serv't,

B. SEARS.

These "first thoughts," as I am sure you will agree with me, are not a little interesting and remarkable. They show that Dr. Sears grasped at once the full measure of the work in which we were about to engage, and marked out, almost by improvisation, the course which it would be wise for us to adopt,—and which we actually did adopt. There was not a dream on his part or on my own, at this moment, of his withdrawing from the distinguished University over which he presided, and entering into our service, as the General Agent of our Trust. But this letter, thus hastily written, has indeed proved to be a perfect chart of our course, as the writer of it has proved to have been a perfect pilot.

Five days after it was written, only four after it was received, the Board met at New York to arrange a system

of proceeding. Before leaving home I had succeeded in extorting a promise from Dr. Sears that, if we found ourselves in real need of his advice and counsel, he would come on at our call. He came on accordingly, at the click of a telegraph; united freely in our deliberations; volunteered to take charge of the voluminous mass of letters and papers which had already been sent to us from all parts of the country, and returned to Providence,—but without giving us any assurance, or much encouragement, that he could accept the General Agency, to which, in the mean time, we had unanimously elected him.

It was not until the 9th of April that, after much anxious deliberation, he signified to me his decision, and sent me his letter of acceptance, dated on the 30th of March, but held back still longer, owing to some misgivings of his own. From that time until his death, a term of more than thirteen years, he was the devoted servant of Southern Education under the Peabody Trust,—removing his residence to Virginia, and giving his whole time, thought, and invaluable experience, to that single object. And it may safely be said that he accomplished, before his death, precisely what he had indicated, in that original letter, as the wise policy for us to pursue.

But before proceeding further on the subject, I desire to make public, and place on our records, another not less interesting or remarkable letter of his, written to me a year later, a few weeks after the well-remembered meeting of the Board at Richmond, Virginia. I had been obliged to go to Europe with my family, and this letter was received by me at Rome, where our noble Founder, Mr. Peabody, was with me,—sitting to Story for the admirable statue now on the London Exchange. It presents a most striking picture of the condition of things at the South during the first year of

Dr. Sears's work there ; exhibits the cordial reception which he had met with from our Southern brethren ; and displays the hope, confidence, and enthusiasm with which he had entered on his labors. I had the satisfaction of reading it to Mr. Peabody, and not even the honors which he was receiving at that moment from the Pope himself gave him half as much pleasure. Our late associate, Admiral Farragut, was there with us also, and was not less gratified by so encouraging a communication. This letter will help to preserve the history of our Trust, when we shall all have followed Dr. Sears and Mr. Peabody and the great Admiral, and so many more of our earlier and later associates, to our account ; and when others may desire to pass judgment on what has been undertaken and accomplished.

STAUNTON, VA., Feb. 8, 1868.

Hon. ROBERT C. WINTHROP.

MY DEAR SIR,—Your letter, so full of kindness and interest in our great enterprise, was duly received ; and gave me a new impulse, and increased my desire for our complete success. My Report which, at my request, was ordered to be printed, for our private use only, will show you that the South receives us with open arms.

The good feeling and co-operation of the very best part of the population exceed all expectation. It would seem as if the people were looking directly upon the beaming countenance of our venerable friend, and were carried away with gratitude and admiration.

This cordiality does not expend itself in complimentary speeches, but shows itself practically, and in a most substantial way. Our advice is most eagerly sought, and our suggestions most readily accepted.

In the many interviews I have had with men who have come to propose a different plan, and to suggest a different mode of action, there is scarcely an instance, in which they have not said in the end, "Well, your plan is the best." It is hardly an exaggeration to say, it meets with universal approbation. There

have been those who have regarded our Fund in the light of a mere charity to the poor, for their temporary relief, and have pleaded for an equal distribution to all poor children. Others have asked that we should go into poor neighborhoods, and support schools. I have shown them that there are about 2,000,000 children in the ten States that lie within our province; that about two-thirds of them, or 1,333,333, are now poor; and that \$400,000 a year would give them only 30 cents apiece.

The lowest rates of tuition in good primary schools in the South are \$2 a month, or \$20 per year or ten months.

Now take half the number of poor children, 666,666, and half the cost of tuition, or \$10 per year, and still the annual expense would be \$6,000,000. On their plan we should, even with \$400,000 a year, educate only 33,333 of the two millions. On our plan we educate nearly eight times as many children, and nearly six times as many *poor* children, with the same money.

By giving \$1,000 for 700 children (the cities and towns paying at least three-fourths of the expense), we pay less than \$1.50 for each pupil, and educate 266,666 instead of 33,333. Besides, dealing as we do with *public authorities*, we have all the schools under regular and careful supervision without one dollar of expense.

All the teachers are examined; all the houses are provided; all failures from sickness, incapacity, want of discipline, want of repairs, or breaks from any other cause, are speedily remedied. How could we provide for these things where there is no school system, no school authorities?

We now have all the machinery of the State, the city, the village, for school matters at our service, and they are the persons who see that the people raise their part of the money. The Mayor and Council, even in small places with only 200 children, have generally done the work for me with the people.

How valuable to us are these school organizations! and by working through them we give them support and vigor.

No one has been able to resist these views. Of course, there are cases in which our plan must be flexible, where peculiar circumstances must have their influence. But even here, it is rather the form than the spirit of the system that needs to be modified.

I am unspeakably happy to be able to say that this system, good as it is in theory, is even better in practice.

I beg you to assure our venerated and honored friend, Mr. Peabody, of this fact. I think he would be pleased with the working of the system. Besides all this, the establishing of model schools has a great influence on other places. It is surprising how much more people are influenced by example than by abstract reasoning. There is already apparent a healthful rivalry among the towns of Georgia, where I have done most. Other towns in that, and in the adjoining States, are beginning to ask me to come and do the same thing for them. The people desire to draw emigrants to help them build up their broken fortunes, and they *begin* to know the influence of schools in attracting the best kind of population. All these matters were discussed at the meeting of the Trustees after the reading of my Report, with what result others can say better than myself. I give you these details because they will enable you better than any thing else to understand the present posture of things, and to present the matter in a clearer light to Mr. Peabody, whom I am unwilling to trouble with such particulars.

I have met with many of your friends, some of whom you would remember, and some from their transient acquaintance you would not. Mr. P. Dickinson, of Knoxville, by far the richest man in the place, and alluded to for his great hospitality in my Report, says he belongs to the latter class, but wished me to remember him to you. So, you see, I enjoy the benefit of your friends in a great many indirect ways, as well as those well known to yourself and so highly prized by me.

I am just on the eve of a long tour, for which so much preparation has been made by correspondence that I expect to despatch a great amount of business. When I commenced that correspondence, a mist hung over the whole subject. But the fog is lifting, and a general plan of action is already agreed on, and heartily assented to. Much, very much, by way of preparation, is accomplished in all the ten States. The patient way has proved to be the best way. No general loses by taking a little time to survey the ground and plan his battle.

I am experiencing the benefit of this every day. I have succeeded in getting all the agencies which we must use prepared to

work with me. I am satisfied that the movement is carrying with it all the public authorities. Not every one sees the value of that as you and I do. What can an individual do if he is not backed up by the public? Influential public men are just now worth more than the single-handed labors of a dozen sub-agents. This will be my policy,—to get public coadjutors all over the country.

And now, my dear sir, after this long commentary on my Report, permit me to say, I had no proper view, though I thought I had, of the loss we sustain in your absence. Others, who feel it as I do, will express their regrets, and their ardent desire for your speedy return. We are not sufficiently out of the harbor to do without a pilot. Our Trustees are all excellent men, but none can fill your place. They all feel that. You are our head, and we need your counsel and guidance more than we can express. If my Report and my Address before the Virginia Convention do not accompany this letter they will soon follow. They are both in the hands of the printer.

My first work on leaving home will be with Governor Graham and Governor Aiken. Mr. Rives was taken ill the night before our meeting, and has not yet recovered. Mr. Macalester, who was also detained by sickness, is better. I received a letter from him the other day. We have not yet seen Mr. Bradford. I expect to find him in New Orleans. I think he has returned or is about returning from Europe. I have almost a New England winter in my new Virginia home. It is a beautiful country and fine climate here, and my health is better than it was before my removal. Travelling agrees with me well.

Please read my letter addressed to Mr. Peabody, and present it, or withhold it, at your discretion. Make any suggestion to me freely that occurs to you on reading my letters or papers, or on hearing from any of the Trustees, and indicate any wishes of Mr. Peabody to me, that I may act accordingly.

With the sincerest respect and affection,

Your friend and servant,

B. SEARS.

Such were the results of a single year of wise, zealous, and untiring effort on the part of Dr. Sears. The begin-

ning was, indeed, more than half the battle, and all that has followed has been only the natural sequence of so auspicious a commencement. I may not pursue, in further detail, a story which has been so amply and admirably told in his own Annual Reports. Printed as these have been, from year to year, they make up a complete record of our operations from the first, and will perpetuate the evidence of his own ability and fidelity, while they portray the successive stages of as remarkable and beneficent a Trust as can be found in the annals of our country or of our race.

I pass, then, to some occasional acts or personal traits of our lamented friend, in immediate connection with our work, as revealed in the private letters which I so frequently received from him.

Dr. Sears, I need hardly say, cherished the deepest reverence for the memory of our illustrious Founder. He counted it a great privilege to have known him personally; to have learned his views from his own lips; and to have secured, as he certainly did, so large a measure of his regard and confidence. "Over my table,"—said he in a letter to me, written just after he had completed the review of all that had been accomplished in the decennial period which ended in 1877,—"over my table hangs the large photograph of the good GEORGE PEABODY. I often ask myself, Would he smile upon me if he were present to see me and my work?"

Mr. Peabody, as I well know, warmly reciprocated Dr. Sears's esteem, and highly appreciated his devotion to this Trust, as long as he lived. It will not be forgotten that, in his letter to us, dated 29 June, 1869, communicating his gift of a Second Million of Dollars to our Fund, he used the following language: "I must not omit to congratulate you, and all who have at heart the best inter-

ests of this educational enterprise, upon your obtaining the highly valuable services of Dr. SEARS as your General Agent,—services valuable not merely in the organization of schools and of a system of public education, but in the good effect which his conciliatory and sympathizing course has had, wherever he has met or become associated with the communities of the South, in social or business relations."

It was in grateful remembrance of the "conciliatory and sympathizing course" of Dr. Sears, which was so justly recognized in that letter, and which he pursued to the end of his career, that, in the few off-hand remarks which I was unexpectedly called on to make at his funeral, in Brookline, I said of him, that "coming in to the agency of this Trust so soon after the close of the war,—when feelings between the different parts of the country were still embittered, and when, at the South, there was great, and not unnatural, jealousy of any thing that should seem like interference with Southern institutions,—he had so conducted his delicate and difficult work as to overcome every prejudice, and win the confidence and affection of all with whom he was called on to act." And I added on that occasion, what I may repeat here,—that "I did not believe there was another man in the country who could have conducted our Trust with so much ability, devotion, and success."

Nor was our lamented friend without a deep sense of gratitude to the members of this Board for the confidence they had ever reposed in him, and the kindness they had uniformly exhibited towards him. I had written to him, a year or two ago, to congratulate him on the success of some recent policy of his, and to thank him for his unwearied efforts, at so advanced an age, to render this Trust a blessing to the South, and an honor to the whole country. Here is an extract from his reply, dated 24 May, 1879:—

"I wish I could honestly take to myself the credit your partiality gives me. Many things have wonderfully conspired to give us a gratifying measure of success. 1. The Fund, and the lofty and pure character of the Donor. 2. The large and liberal views of the Trustees. 3. The wise, systematic, and unvarying course pursued, which has given the people confidence in the body of men who have the management of the Fund. To this add the character and standing of the Trustees. 4. The generous confidence reposed in me as their Agent, never embarrassing me or thwarting my plans, but aiding and supporting me in every way, and indorsing me before the public. Yours and Mr. Peabody's confidence in me is well known. Every man has aided me in his peculiar way. You know what Governor Clifford did. The Treasurer (Mr. Wetmore) has given me, in his off-hand way, many invaluable suggestions in respect to my accounts. All the Trustees at Washington helped me with Congress. Mr. Stuart has done for me in Virginia what Mr. Rives did. Governors Graham and Aiken, notwithstanding some divergence of opinion on one point, always gave me a hearty support in their own States. You know all about Bishops McIlvaine and Whipple and Judge Watson. The good opinion and friendly co-operation of all these men were largely due to your influence supported by that of Governor Clifford. A Massachusetts man, fully indorsed by two such representatives, had every advantage. 5. A good Providence gave us a favorable time,—a remarkable crisis which might not occur again in centuries, imperatively demanding public schools, and aid and counsel in their introduction. When I look at the whole concatenation of causes of our success, I cannot help saying, as did the early Crusaders under St. Bernard's eloquence, 'God wills it.' But I sat down to write about Texas, and I have run into one of Cook's Prologues."

He then proceeded to give an account of his success in Texas, in inducing the Governor and Legislature to establish two Normal Schools, one with an annual appropriation of \$14,000, and one for colored teachers with \$6,000 a year,—adding "If nothing adverse occurs, we shall do grandly."

In later letters, during the last year or two, he did not fail to express how greatly he was gratified by the Bills of Senators Hoar and Burnside; by the Report of Mr. Stuart, Mr. Evarts, and Chief Justice Waite, on schools for the colored population of the South; and by the repeated and emphatic appeals of our associate, President Hayes, for aid to the cause of Southern Education. He could not but feel that the munificent movement of Mr. Peabody, which it had been his own privilege to organize and carry into execution, had given the impulse and the example to measures of supreme and vital importance to the security of our republican institutions; and he was grateful to all by whom those measures were sustained.

More than once he had been invited to leave our work, permanently or temporarily, for recreation or for a more lucrative position. Large offers had been held out to him, and he might have commanded his own terms. But his heart was in this Southern Trust, and had been from the first moment at which it was confidentially communicated to him. In a letter to me, dated 23 December, 1878, he says:—

"Not long since, I received an appointment from the Committee of the Evangelical Alliance to attend their meeting in Basle next September, they paying the ocean passage both ways. You can easily imagine how I should enjoy such a trip and such a meeting. But nothing could induce me to leave my work even for a month or two. My duty, and with it my pleasure, is to be just where I am. I of course respectfully declined the invitation. I think I never told you that, several years ago, a committee, or rather a member of it, wrote to me, inquiring whether I would accept an appointment with a salary of \$10,000. I replied that I could not leave a work such as mine, or sever a connection formed under such peculiar and almost sacred circumstances."

If it may be fairly said that "the man had found his place" when Dr. Sears was so providentially called into our service in 1867; it may not less emphatically be added that "the place had found its man," — the man who, as we look back at this hour along the whole interval, seems almost to have owed his appointment to a higher than human selection. The blessing of Heaven has certainly rested on his labors from the beginning to the end.

We may well thank God that we have enjoyed his inestimable services for thirteen successive years, and that during this period he has accomplished, with our counsel and co-operation, the first and most important part of the plan which he originally marked out for us. We have laid foundations which cannot be removed. The Common-School System has been recognized and adopted in every one of the States contemplated by Mr. Peabody's endowment. Good School Laws have been enacted in all the Southern States, and good Common Schools may now be found "sprinkled," as he said, over those States, as examples and models.

Dr. Sears happily lived long enough to see and be satisfied with the fruit of his labors, and to perceive that we might now safely turn to the second feature of his original plan,—the endowment or encouragement of Normal Schools for the training of teachers, the establishment of Scholarships, and the promotion of Teachers' Institutes. He had, indeed, made no little progress in arranging and carrying out this new line of policy himself.

In a letter to me, dated 23 October, 1877, in speaking of the interest which had been awakened in Texas in the cause of education, and of the great satisfaction which his visit there had afforded him, he says:—

"The truth is, the light is coming in steadily, and cannot be shut out. I am reminded of what Luther said to Melancthon:

'While you and I are drinking our beer, the Gospel is spreading among the people.'"

In a letter to me, dated 28 April, 1879, after speaking of the Normal Schools in North Carolina, Mississippi, Virginia, and Tennessee, and of the movements for their establishment in Florida, Georgia, and Texas, he says:—

"On the whole, it now looks as if we should carry out our new plan—the improvement of teachers—as successfully as we did our first,—the establishment of schools. We must not expect to accomplish this in a day; but we may expect to see the work done in a few years, if we steadily make this our chief aim.

"As this is the first year of our new experiment, you will pardon me for giving you the details. We still hold on to our old system, so as to make the transition gradual, and to avoid all appearance of a violent change."

And now, Gentlemen, though, in view of all which he has fully accomplished, we can certainly spare him at this moment better than we ever could have spared him before, yet his loss to us, and to the cause in which we are associated, is a severe one, and we come with sad hearts to supply the vacancy which his death has created. But it must be supplied without delay; for I may say, for myself, that the burden of care and correspondence which has been devolved upon me, as Chairman of the Board, during the seven months which have elapsed since he was taken away, has been greater than I should be able or willing to bear longer. With the always obliging and efficient aid of his daughter, Mrs. Fultz, who had so long been his secretary, and with the kind co-operation of our associate, Mr. Stuart, I have done what I could to prevent our work from suffering any serious detriment or delay. But it has seemed to me sometimes, as if the whole weight of the Southern Schools had been precipi-

tated on my own shoulders. I have certainly learned, by such an experience, how heavy must have been the burden so long borne by Dr. Sears. His place must be filled, so far as such a place can ever be filled, before this Annual Meeting is over.

In his modest appreciation of his own merits and qualifications, he had no misgivings as to our being able to select and secure a suitable and sufficient successor. In a letter to me, dated as long ago as September 15, 1877, in reply to some forebodings of my own as to the future, he said: "I have been singularly fortunate in my successors in my lifetime. At Madison University, N. Y., at Newton Theological Institution, and at Brown University, I have been succeeded by Presidents Dodge, Hovey, and Robinson, all of them my pupils, and all distinguished men. As Secretary of the Massachusetts Board of Education, I was followed by Boutwell, White, and now by Dickinson,—all prospering." He was hopeful, and more than hopeful, that here, too, the right man would readily be found, and even remarked, "How soon are our places filled by others, and we forgotten except by a few!"

But he did not conclude that letter without recalling the words of encouragement addressed to him by Mr. Peabody, when they parted for the last time: "Your name will be remembered in connection with mine." And so it will be. It is not too much for me to say, and I am sure you will all agree with me, that whenever and wherever the name of George Peabody shall be remembered and honored as the munificent founder of this great Trust for Southern Education,—the earliest signal manifestation of a spirit of reconciliation towards those from whom we had been so unhappily alienated,—the name of Dr. Barnas Sears will be recalled and honored also, as the original organizer, and devoted administrator, of the Trust, for the

first thirteen years of its existence ;— the years which have determined its policy, and insured its success.

I will not detain you by any protracted account of Dr. Sears in other relations. Born in Massachusetts ; a graduate of Brown University, of which he was afterwards President ; a student for several years in Germany, where he was brought into association with Alexander von Humboldt, and many of the learned professors of Berlin and Halle and Leipsic ; the pastor of a Baptist church, and afterwards the head of an important Theological Seminary ; the successor of Horace Mann as Secretary of the Board of Education of Massachusetts ; the author of an admirable Life of Luther, and of several other interesting and valuable volumes,—he brought to our General Agency rare and varied accomplishments, the largest experience in the work of education, and a character which commanded the respect and reverence of all who knew him.

His latest literary labor was in preparing an Address which he hoped to have delivered at the Fiftieth Anniversary of the American Institute of Instruction, at Saratoga Springs. The Address was finished, and contained a most interesting review of the progress of education during the last half century. He died the very day before it was to be delivered, and it was read most impressively before the Institute, by Dr. Ellis, agreeably to his own request, while his body was on its way to the burial. In all the fifty years which his Address reviewed, it may be doubted whether any one has done more for American Education than himself.

I must not conclude this imperfect tribute of my own without laying before you some of the numerous and more valuable tributes which have been communicated to me from the Southern States, and which will constitute the

Memorial which Dr. Sears himself would most highly have prized.

First, in order of date, I have here the Proceedings of the citizens of Shelbyville and vicinity, Tenn., on the 9th of July, three days only after his death had been announced.

Next came the Resolution passed by the State Superintendents' Teachers' Institute, for the Third Congressional District of Tennessee, held at McMinnville on the 13th of July.

Next came the Resolutions of the Board of Education of Texas, signed by Governor Roberts and others, July 20.

Next came the Resolutions of the Trustees of the Public Schools of Columbus, Georgia, July 31.

Next came the Tribute of the Teachers of Virginia, assembled as a Normal Institute at the University of Virginia, July 20, afterwards signed by 432 Virginia teachers, headed by Dr. Ruffner, the accomplished Superintendent of Education, and dated August 7.

Next came the Resolutions of the State Teachers' Association of Tennessee, assembled at Pulaski on the 26th of August.

Next, in order of date, were the Resolutions passed by the students at the Normal College at Nashville, and signed by one student from each State represented there,—eleven States in all,—dated October 7, and preceded by an admirable address from the Chancellor, Dr. Stearns.

Next came the Tribute of the Trustees of the University of Nashville, dated October 16.

Here, too, are the Resolutions of the "Sam Houston Normal Institute," at Huntsville, January 18, signed by Principal H. H. Smith and the Faculty, and by representative students of the Senior and Junior classes from each Congressional District of the State of Texas.

And here, also, is the Tribute of the Trustees of the Public Schools of the City of Houston, Texas, signed by E. W. Taylor, President, and John Reichman, Secretary, of the Board.

And here, finally, is the Tribute of Hon. James L. Denton, Superintendent of the Board of Education of Arkansas (Little Rock), 1 January, 1881.

But earlier than any of these was the action of the American Institute of Instruction at Saratoga Springs, immediately after Dr. Sears's death; followed by the Tribute of the City Council of Staunton, prepared by our associate, Mr. Stuart; by the Tribute of the Educational Association of Western Virginia on the 8th of July; and, also, by the Tributes at his funeral.

Nor must I forget the earnest and repeated expressions of respect and sorrow which came from Louisiana, in the excellent Journal of Education, published in New Orleans, and edited by the Hon. R. M. Lusher and Mr. W. O. Rogers, and which contained the Tributes of the Faculty of the Normal Schools of New Orleans, as well as those of the Editors of the Journal.

All these have been transmitted to me, from time to time, with the request that they should be communicated to this Board.

I might add to them all the warm personal expressions contained in every one of the countless letters I have received from Superintendents of Education in almost every Southern State; from more than one of whom has come the suggestion of a purpose to give the name of "Sears" to Normal Schools or School Libraries.

I propose, with the assent of the Trustees, to append these Tributes, in detail, to our annual pamphlet of Proceedings,—bearing witness, as they do, to the satisfaction of the South with our management of the Peabody

Trust, while they do deserved honor to the faithful and indefatigable efforts, and to the pure and exalted character, of Dr. Sears.

It is now for you, Gentlemen, to decide what order shall be taken by this Board on the sad bereavement which it has sustained.

The following Resolutions on the death of Dr. SEARS, from the pen of Mr. STUART, who was prevented by sickness from being present, were then read by the Chairman:—

RESOLUTIONS.

The Rev. BARNAS SEARS, D.D., who filled the office of "General Agent of the Trustees of the Peabody Education Fund" from the date of their organization in 1867, having died on the 6th of July, 1880, since the last meeting of the Board, the Trustees avail themselves of the earliest opportunity to place on their records a testimonial of their sense of the value of his services as their chief executive officer, and of their appreciation of his many virtues and estimable qualities as a private citizen:—

Therefore, *Resolved*, 1, That, by the death of the Rev. BARNAS SEARS, this Board has been deprived of the services and counsel of a General Agent who was pre-eminently qualified for the discharge of all the duties of the responsible position to which he was called by their unanimous voice.

Dr. SEARS was a gentleman of rare intellectual endowments, improved by laborious culture, and polished by intercourse with the most refined society.

His attainments as a scholar were extensive and varied, embracing not merely a thorough knowledge of the classics

and other subjects usually taught in our best schools, but also a familiar acquaintance with the language and literature of France and Germany.

The feeling of philanthropy which filled his heart made him the ardent advocate of every measure which tended to elevate and ameliorate the moral and intellectual condition of his fellow-men. He was, therefore, from an early age an enthusiastic friend of popular education, and, having devoted his life to this great cause, his advice and assistance were of inestimable value to this Board, in the administration of the beneficent Trust confided to them.

His recommendations were always characterized by wisdom, sound discretion, and a thorough knowledge of the subjects to which they related ; and all the funds of the Trust confided to his care were faithfully expended and promptly accounted for.

In maintaining his opinions, he was firm, without undue pertinacity ; and in his conduct he was always courteous, and as conciliatory as was possible without violating his convictions of duty.

Entering on his official career in the spring of 1867, and shortly thereafter adopting Virginia as his permanent home, at a time when the irritations engendered by the Civil War and the political measures which followed it had not been entirely subdued, it required great prudence and tact on his part to avoid giving offence to local jealousies and prejudices, and yet awaken the sympathy and stimulate the co-operation of the Southern people in the great work in which he was engaged. The difficulties of his position were increased by the fact that at that date the system of "Free Schools" was but little understood or appreciated in the States which were the theatre of his operations. He, however, proved equal to the occasion, and so conducted himself as not only to disarm opposition and secure

the zealous support of his system of education by the Southern people, but to win their confidence, veneration, and affection.

The many heartfelt tributes to his memory which were called forth in the Southern States by the announcement of his death abundantly prove that he was universally regarded as a friend and public benefactor.

To his efforts and influence may be attributed in large measure the rapid development in the public mind of the South of a sentiment in favor of "Free Schools," which has now become so firmly rooted that it cannot be shaken in the future.

The death of such a man in the midst of a career of so much usefulness must be deplored by this Board not only as a serious misfortune to them in the fulfilment of their trust, but as a calamity to the whole country.

2. *Resolved*, That the members of this Board, individually, feel that in the death of Dr. SEARS they have lost a personal friend, who, by his spotless integrity, cultivated intellect, genial temper, uniform courtesy, and numerous social and Christian graces, exhibited throughout their long intercourse with him, had attached them to him by strong ties of respect and affection; and they will never cease to cherish a kind remembrance of the virtues and accomplishments which were so conspicuously displayed in his life and character.

3. *Resolved*, That the members of this Board, collectively and individually, tender to the widow and children of Dr. SEARS their sincere sympathy in the sore affliction which has befallen them, and earnestly pray that "The Great Comforter" may grant them strength to bear with resignation the heavy burden which has been laid on them.

4. *Resolved*, That the Secretary of this Board transmit on their behalf a copy of these proceedings to the widow and children of Dr. SEARS.

The Resolutions were accompanied by the following

REMARKS OF MR. STUART.

MR. CHAIRMAN,—Having resided in the same town with Dr. Sears for the last thirteen years, and our personal relations, during all that time, having been of the most cordial character, I am sure it will not be regarded as out of place for me to say a few words in support of the Resolutions which are now before us.

I did not have the pleasure of a personal acquaintance with Dr. Sears until he became a resident of Staunton, Va., where I have always lived. Shortly after he came to Staunton I called on him to pay my respects and extend to him the courtesies which were due to a gentleman who came accredited as possessing the confidence of this Board.

In my first interview I found myself drawn to him by that species of magnetism which some men possess in so high a degree, and which at once inspires confidence and awakens sympathy. Subsequent association verified my first favorable impressions, and I soon learned to regard him as one of my most valued friends. To high intellectual gifts and large attainments in most of the departments of useful knowledge he united an urbanity of manner and vivacity of spirits which rendered his society peculiarly attractive. His colloquial talent and his boundless stores of literary incidents and anecdotes gave a fascination to his conversation which I have rarely known equalled. His house in Staunton was a sort of social centre, where a liberal hospitality was dispensed, and gentlemen and ladies of cultivated taste met periodically to read and interchange thoughts and comments on the best literary works of the day. Notwithstanding his numerous engagements and

frequent absences, he kept abreast of the current publications, and on more than one occasion he called my attention to delightful books, of the existence of which I had been ignorant.

After my election as a member of this Board in 1871, my relations to him became of a closer character. A common interest in the successful administration of the great Trust with which we were connected led to frequent interviews and consultations as to the best means of accomplishing the ends we had in view. In all these conferences he displayed so much vigorous common sense, and such unselfish devotion to the cause of popular education, as to command my unqualified admiration.

In social life, while Dr. Sears was always dignified in his bearing, and never for a moment forgot what was due to his high official position and his sacred calling as a minister of the gospel, like Sydney Smith, he often took pleasure in unbending and giving way to the natural gayety of his disposition. On more than one festive occasion, when surrounded by a few congenial friends, I have known him unlock, as it were, the treasury of his literary knowledge, and delight the company with racy anecdotes and sparkling displays of wit and humor, which all felt it was a high privilege to enjoy.

To give an idea of the esteem in which he was held in the community in which he lived, I cannot forbear from quoting a remark of a gentleman who, speaking to me of Dr. Sears within the last week, said : "Sir, his presence among us was in itself a benediction."

But it was as an advocate of popular education, as an organizer of public schools, as an exponent of the best methods of instruction, as a leader of public opinion, that he stood pre-eminent among the men of his day. His speech before the Convention of Virginia in

1868, on the subject of "Free Schools," and the general diffusion of knowledge among the people, was, in my judgment, one of the ablest and most effective that was ever delivered on that subject; and I have no hesitation in saying that it aided materially in giving shape and impulse to the admirable system of "Free Schools" which now prevails in Virginia.

In reading that speech a few days ago, I was particularly impressed with the following sentence: "Among the best gifts of Providence to a nation are great and good men who act as its leaders and guides; who leave their mark upon their age; who give a new direction to affairs; who introduce a course of events which go down from generation to generation pouring their blessings on mankind."

How replete with wisdom, how beautiful in expression, is this sentence,—how worthy of the man who gave utterance to it! And who among those best acquainted with him can fail to perceive that, in these few words, he unconsciously, but with a master's hand, sketched what must be recognized as an accurate portrait of his own noble character?

The mortal man has passed from amongst us; but his great deeds in the cause of popular education will be felt and appreciated by generations yet unborn.

The Resolutions were seconded by Governor AIKEN, and were supported by Judge MANNING and Bishop WHIPPLE.

REMARKS OF BISHOP WHIPPLE.

I do not feel able to add one word to the just tribute paid by our Chairman to the memory of Dr. Sears. His name will be always remembered as the wise almoner of this great Trust. We all know his rare wisdom, his patient

industry, and his gentleness in overcoming obstacles, and so drawing all hearts to him that they worked with him in laying the foundations of a system of public schools for the South.

I feel that, as one of another Communion, I may say a few words of his Christian character. The crowning glory of his life was his simple, earnest faith in Jesus Christ. It was to him a life of loyalty to the ONE who had created and redeemed him. He doubtless loved the church which was his home, but his heart was too great to have his sympathies fettered by any hedges of man's making. He loved all whom God loved, and his heart went out for all who need the comforts and consolations of religion. We can all recall times when his gentle manners and Christian humility won our hearts. I have felt it a great privilege to be associated with one whose religion was so broad, so earnest, so real. Few men leave behind them so many blessed memories of work which was so well done. We can rejoice, while we mourn, that the brave servant of Christ has entered into the rest of the people of God. For him the hoary head was a crown of glory, for he was found in the way of righteousness, and we believe that for him at eventide there was the light of the other home.

The Resolutions were then unanimously adopted,
—all the Trustees rising.

On the motion of General GRANT it was

Voted, That the salary of the late General Agent, Dr. SEARS, be continued to his family until his successor be appointed and enters on his duties.

On the motion of Chief Justice WAITE, it was

Voted, That the applications and recommendations of the candidates for General Agent be now read.

The Chairman accordingly communicated a list of the candidates and the recommendations of each.

Mr. EVARTS wished, before proceeding to an election of General Agent, to see the salary, term of service, and duties of the office more particularly defined, and he moved that a Committee of five be appointed to report on the matter.

The Chairman appointed on this Committee, Messrs. EVARTS, WAITE, JACKSON, MANNING, and WHIPPLE.

On motion of Mr. FISH, it was

Voted, To proceed to an election of General Agent to-morrow, at 1 P.M.

The following letter from Chancellor STEARNS, of the Nashville Normal College, was then read, and referred, with power, to the General Agent (to be chosen) and to the Executive Committee:—

NASHVILLE, TENN., Dec. 31, 1880.

To Hon. ROBERT C. WINTHROP, LL.D., President Trustees of the Peabody Education Fund.

DEAR SIR,—In reply to your request for detailed information respecting the transactions concerning the removal of the Normal College from Nashville, proposed at your annual meeting, Feb. 18, 1880, I have the honor to say that the decease of the lamented General Agent has left me, I suppose, the only person conversant with all the aspects of the business. Dr. Orr, the State Commissioner of Schools in Georgia, the other remaining principal party, has presented his view of the subject in his recent report to the general assembly of that State, by giving such of the correspondence as he participated in. I think he has endeavored in this way to do justice to all.

The State of Georgia, believing that the removal of the College from Tennessee was nearly certain, had, at or previous to your

meeting in February, offered important inducements to your Board to locate the Normal College within her limits, and an arrangement had been made with Dr. Sears, the General Agent, to visit Atlanta, the capital of the State, for the purpose of conference with the parties interested.

At the request of Dr. Sears and others, I also went to Atlanta on the 22d of March, where, by special invitation of the Governor, both of us were cordially received and most hospitably entertained more than a week at the Executive Mansion. On my arrival, I found that Dr. Sears had made a shorter journey than he had expected, and had reached Atlanta some time before me. To my deep regret, I found him in bed and very ill,—much more so, it seemed to me, than he was willing to admit.

He had been actively engaged since his arrival, with numerous persons, who sought his always agreeable company, and in visiting different sites proposed for the location of the College. The weather was cold and damp, and he was suffering too much for the further prosecution of business. He left his bed, however, in about thirty-six hours, though evidently still suffering, and the Governor, with characteristic thoughtfulness, opened his drawing-room, where all subsequent conferences took place.

It appeared that that State had, by Legislative Act, established an institution for the education and training of teachers, to be styled "The Georgia State Normal College;" had appropriated toward its support \$6,000 a year, on condition that your Board would pledge itself to appropriate an equal amount; had created a special Board of Trustees for its control and management, consisting of the Governor and State officers, none of whose acts were to be valid until reviewed and sanctioned by the Trustees of the "State University of Georgia," located at Athens. The Chancellor of that University was to have supervisory power over the Normal College, to preside on all public occasions and confer all degrees, except that he might temporarily delegate these latter duties to the President of the College.

The immediate Trustees of the College were authorized to receive proposals for the location in sites, buildings, money, &c., from towns and cities wishing to secure it, and to select from them such as they should deem appropriate. Dr. Sears was by

the Act added to this committee, and their decisions in this case were not to be reviewed by the State University. *The entire act was conditioned upon the removal of the Normal College from Nashville.*

This connection between the College and the State University — the subordination of its Trustees to that Board, and of the President to its Chancellor — was rendered necessary by the Constitution of the State, which prohibits the appropriation of money by the State for educational purposes, except in some form to the University of Georgia.

Dr. Sears was naturally apprehensive lest this intimate connection with the State University, and subordination to its Trustees and Chancellor, might impair the freedom of the College, restrict or embarrass its operations, and lead, if not at present, at some time, to conflicts of jurisdiction, and confusion, if not jealousy, in conducting its affairs.

These facts led to much discussion, in which it appeared that no modification of the Legislative Act could be expected.

Several proposals for the location of the College were presented, and all except those from the cities of Athens and Atlanta thrown out, as failing essentially to meet the views of the Board. The city of Atlanta was represented by her Mayor, who offered the choice of several valuable sites and the sum of \$18,000 in money. A Committee from Athens also appeared and was heard. The offer they presented was an exceedingly liberal one, and highly creditable to that small though enterprising city. Dr. Sears stated that such a College as was under consideration should be, in his judgment, located if possible at or near the capital of the State, should be readily accessible from every direction, and that Atlanta would be more likely to secure the College should it be removed. This Committee, however, urged that a Committee of the Trustees with Dr. Sears should proceed to Athens at once, and examine her proposition on the ground. Three members of the Board were detailed for the purpose, and as Dr. Sears was too ill to leave the house, at his request and with the approbation of the Committee, I took his place and went to Athens. The expenses of the journey were paid by the citizens, by whom, represented by the authorities of the city and the University of Georgia, we were received and entertained in the most cordial manner.

Attended by these gentlemen, we examined the buildings and sites offered to the College, as also the University Library, philosophical and chemical apparatus, Museum, &c., &c., the free use of which was tendered. The cordiality of the citizens, the hearty welcome of which we were assured, the beauty of the place and surrounding country, rendered their proposals, in some of their aspects, very tempting ; but the city was not the capital of the State, where it could be readily accessible either to the State authorities, visitors, or to students from different parts of the South, and it seemed probable that a large sum of money would be required to adapt the offered buildings and grounds to the wants of the College.

We did not reach Atlanta on our return, the second day, until after 12 o'clock at night. With some hesitation lest I should disturb the Governor's hospitable family, I repaired to the Executive Mansion. The servant who admitted me said, "Dr. Sears wishes to see you in his room as soon as you arrive." "But Dr. Sears," I replied, "did not probably anticipate that I would be detained until so late an hour ; besides, he is sick, and I cannot think of disturbing him." "But," said he, "Dr. Sears has not gone to bed, and says he shall not until you come. He *must* see you to-night." I accordingly knocked softly at his door, almost certain that there would be no response ; but, to my amazement, he called me in, and, as the servant had said, sat waiting my arrival at nearly one o'clock at night ! "He could not sleep," he said, "until my return and he had heard my report." I gave him a brief description of my visit, and then urged him to retire, promising to give him all the particulars in the morning. I mention this incident, to give you some idea of the deep interest Dr. Sears took in the question he had gone to Georgia to consider. I confess that that interview, under such circumstances, will remain prominent among my tender recollections of this noble man.

It may not be out of place for me to say here, that the physical disability under which Dr. Sears was laboring at this time seemed to us who were near him a mere temporary affliction, and not at all indicative of enfeebled or wasting physical powers. His mind seemed never more vigorous, quicker of apprehension, clearer or more powerful, or his judgment more

logical and profound. The remarkable vigor of intellect he exhibited was not unfrequently commented upon by those he met during this visit.

On the day following our return, the Committee reported to the Board ; and though I do not remember any formal action at the time, it seemed to be conceded that of the two proposals, that of Atlanta was the more eligible for our purposes. But since the sum of money offered was insufficient, the Mayor and others expressed a confident opinion that \$7,000 more could be raised by subscription, which, added to what was before promised, would make \$25,000. As the conference proceeded, still further difficulties were developed. The Trustees were not, in effecting a removal of the College, inclined to accept its Faculty as a whole ; they argued that the College would be more acceptable to the State if some of her prominent teachers should be placed in the Faculty. It was objected that if the College were removed from Tennessee, it ought to go as a whole ; that to remove an institution of so peculiar a character, in full operation, from one place to another, was in itself an extremely delicate business, and would require great wisdom on the part of those responsible for its success ; that to introduce new elements into the corps of instruction at such a time, to substitute for the well-trained and confessedly competent teachers those unacquainted with the College, its methods of instruction and management, would be to hazard its popularity with the people, as well as its success ; and, further, that in no long time, from its own well-trained graduates, natives of Georgia, we would be able and willing to fill vacancies as they occurred. Again, the Trustees urged that in the event of the removal of the College, Scholarships should be continued for the benefit of Georgia from the Peabody Fund, and that it was confidently expected, by those instrumental in securing the passage of the Act, that such would be the case. It was replied that Tennessee had no Scholarships, and to give any to Georgia would be regarded by Tennessee as invidious. Still, I think, Dr. Sears might perhaps have conceded this point had the decision hinged upon it alone.

At this time the prospect of such an arrangement being effected as seemed to be required was very dark. Dr. Sears stated frankly, in substance, that if we withdrew from Tennessee, it

would be with reluctance ; that some of the greatest difficulties in the way of settling in Atlanta did not exist in Nashville ; that the connection of the Normal College with the University of Nashville was a very different one from that proposed with the State University of Georgia ; that it constituted its principal literary department, without danger of being confused or mixed up with any other ; that its Trustees expected and desired that the views of the Peabody Trustees in respect to its management and instruction should be carried out in every particular ; that there was no outside board to review or call in question their acts ; that the Chancellor of the University was the President of the College, and this would, probably, always be the case, so that perfect harmony of views and action between the Trustees of the Peabody Education Fund and the University Trustees was almost certain ; that it was well understood by the parties that the President should be nominated and paid by the Trustees of the Peabody Fund, and that he should nominate his associates, subject to the approval of the General Agent and the University ; that no claim for Scholarships had been insisted on ; and that, could the College have obtained full possession of the premises we occupied in part, so that freedom for present and future growth was assured, and could we have obtained from the State, or some other source, funds to make required improvements and to aid in support, we could have asked no more ; and that it was because the Trustees of the University of Nashville were not prepared to give this full possession, and because the Legislature and people of Tennessee had shown so little interest in the success of the College, that his Trustees felt compelled to consider the question of removal.

Dr. Sears was much discouraged,—insurmountable difficulties seemed to beset the question on every side. As the head of the College, I felt great anxiety lest a false step should be taken, the labor of the last five years be lost, and the future hazarded. I was, however, by no means unwilling to go to Georgia, if the best interests of the College should demand it, and was ready to give my best efforts to build up the institution there, as I had done in Tennessee. After much anxious reflection, I said to the General Agent, "The Trustees of the University and people of Nashville, especially those in the vicinity, though they cannot complain that

they have not been many times warned, during the past few years, that they would lose the College if they did not arouse themselves effectually, have not fully, I think, realized the imminence of the danger; no one has felt concerned to take any leading part in regard to it, and the most have very likely rested confident that there was, after all, no serious purpose of removal. I believe it at least possible that, should I go home and once more state the case fairly, they might yet come to the rescue. It is evident that nothing more can be done here for two or three days, and I can probably be of no further service, at any rate. I therefore propose, unless you positively *prohibit* me,—I do not ask you even to consent,—to return home at once, and will telegraph the President of the Trustees, who resides some thirty miles from the city, to meet me on my arrival in Nashville. I will propose to him such measures as, it seems to me, might relieve our difficulties. If they seem likely to be adopted, I will forward them for your consideration, with the understanding that you shall give them what weight you please, and shall not feel in any respect embarrassed by them. If you do not approve them, our people will have had, at least, one final chance to speak."

After sending my telegram, and before I left Atlanta, another meeting was held there, at which much was conceded, and things, to use Dr. Sears's words, "began to look brighter." Still, the principal difficulties remained. At the close, he took me aside and said, "The prospect is more hopeful. I want you to remember that as you go." He was evidently not hopeful in regard to Tennessee. After dinner, as I left the house, he followed me to the door, and said, as I clasped his hand for the last time, "Remember what I said,—things look more hopeful."

At Nashville I had an interview first with the President, and then with him and a few prominent Trustees, and laid before them three propositions, viz.:—

1. That the Trustees of the University should offer to remove the Montgomery Bell Academy from the premises by the opening of the next session, Sept. 1, 1880, and give the College entire possession as soon as possible.
2. That the University should raise in some way \$10,000, and devote the same to alterations and improvements, so as to parallel the proposal of Atlanta, the interest on said sum, until the

principal should be paid, to be taken from the \$2,700 constituting the income of the University Fund ; and

3. That they should in some way guarantee that by the State Legislature or a private subscription, additional funds, to the amount of at least \$4,000, should be raised to aid in the support of the College, which, with the \$2,000 remaining from the University Fund, would make \$6,000.

These Trustees, fully awake to the importance of retaining the College, expressed themselves favorably in respect to the first and second propositions, but decidedly averse to any attempt to raise the \$4,000 suggested, as, under the circumstances of the people, wholly impracticable and out of the question. It was agreed, however, that the President should send to the General Agent the following telegram, viz. :—

NASHVILLE, March 30.

Rev. Dr. SEARS :—

From communication with leading Trustees of the University, I think \$10,000 can be raised, by mortgage or otherwise, upon condition that the Peabody Normal College shall be permanently located here, the Legislature to be acted on if it can. Trustees' meeting called for Saturday. Telegraph Dr. Stearns.

EDWIN H. EWING,

President Trustees of the University of Nashville.

This telegram found him already seated in a railroad car on his way home. Some days afterward, I received a short note by mail, written in the sleeper on the back of the telegram referred to, saying, "So long as it is *uncertain* whether the Legislature will do any thing; I cannot *bind* myself for *permanency*," &c.

The wreck of a freight-train upon his track detained him at Cleveland twenty-four hours, whence he wrote me, presenting his views more at length, closing by saying, "I wish you would give your consent or refusal to go to Atlanta. . . . Telegraph to me at Staunton 'Yes' or 'No,' and to Mr. Orr, 'I assent' or 'I do not assent.' He waits my answer and my conditions," &c., &c. In a postscript he adds, "You will perceive the arrangement at Atlanta binds me to nothing in the future."

It seems from Dr. Orr's report, before referred to, that after I left Atlanta, Dr. Sears presented the following propositions "as a basis of action," viz.:—

The Trustees of the Peabody Fund propose to contribute annually toward the support of the Georgia Normal College \$6,000, on the following conditions:—

1. That the State contribute the same amount.
2. That a suitable building for such a school, on an approved plan, and a mansion for the President, with grounds and other necessary accommodations, be provided by the city of Atlanta, or other parties.
3. That the President be nominated or approved by the General Agent, and that the President nominate his assistants.
4. That the Peabody Trustees, or their Agent, be allowed to designate the use of the contribution they make.
5. That this arrangement continue during the pleasure of the parties.

A committee of the Georgia Trustees, to whom this proposition was referred, agreed unanimously upon an acceptance of Dr. Sears's propositions, with "a number of *material modifications*." The italics are mine. These modifications were to the effect—I still quote Dr. Orr—that the Faculty was to be accepted as it stood for twelve months, their salaries for that period to be paid by the Peabody Trustees; that Georgia was not to be deprived of Scholarships, &c., &c.

A meeting of the Trustees of the University of Nashville took place on Saturday, April 3. My propositions were formally considered, though I took care in this and in all the conferences to say that I had no authority to speak for any one, that whatever I said was entirely on my own responsibility, and that I could only say that, in my opinion, there was *just a chance* that these propositions might have influence. One or two of the Trustees expressed fears lest the Peabody Trustees might accept their proposals, but withdraw if no money was obtained from the State, and the University be then left without the College and burdened with debt. I could not bind the Peabody Trustees directly or by implication, nor was I authorized to speak for or represent the General Agent in the case. I had the mortification, therefore, of seeing the meeting break up without any action whatever. *I could do no more.* With Dr. Sears's letter in my pocket, asking me to telegraph him "Yes" or "No," &c., there was nothing left for me but to send to Dr. Orr, "I consent,"

and to Dr. Sears, "Yes, if you think best." Dr. Sears was not satisfied with this message, and immediately wrote to me for an explanation. Accident threw me, almost at the moment of receiving this letter, into the company of one of the University Trustees, who, feeling deeply the misfortune and disgrace of removal, had urged that an appeal be made to the citizens to contribute such funds as might be required. To him I said, in reply to a question, "Though the business is to all intents settled, it is not absolutely. Now, if citizens are prepared to act promptly and efficiently, I will withhold my reply to Dr. Sears until to-morrow."

The result of this interview was a preliminary and tentative meeting of prominent citizens, who advised, and actually called, a general meeting as soon as arrangements could be made.

This meeting was largely attended by many of the most prominent citizens of Nashville and vicinity, and exhibited much enthusiasm. I was called upon for a statement of the case, which I made, but frankly and decidedly assured the meeting that I could give no pledge that any thing they might now propose or do would prevent removal. I then stated what I believed the Trustees of the University would be willing to do, if they could be assured that the State or citizens would guarantee at least the sum of \$4,000 per year for the use of the College.

An unexpected and gratifying appreciation of the College was manifested, and the most hearty confidence in it declared. Nearly one-half of the required sum was guaranteed on the spot, and a committee chosen to raise the rest without delay. This meeting was held on Saturday evening, and before noon of Monday the balance was secured. The universal testimony was, that never had money been so easily raised in the city before. The citizens' meeting resolved itself into a permanent organization to appeal to the Legislature, with the Rev. Dr. T. A. Hoyt, the gentleman before alluded to, as chairman.

A report of this meeting was duly forwarded to the General Agent. I regret that I have not a copy to introduce here.

On the 21st of April, 1880, the Trustees of the University of Nashville met. The following is a certified copy of the proceedings:—

At a meeting of the Board of Trustees of the University of Nashville, held on the 21st of April, 1880, the following proceedings were had.

The following resolutions were submitted by Mr. East, and unanimously adopted: —

Be it resolved by the Trustees of the University of Nashville, that in order to make a definite proposition to the Trustees of the Peabody Fund in relation to the continuance of the Normal School at Nashville, the Board orders and directs the following to be forwarded to Dr. Sears by the committee on the Normal School: —

1. This Board agrees to remove the Montgomery Bell Academy from the premises now occupied by it, and turn the buildings now used by this school over to the Normal School by the beginning of the next session (*i. e.*, Oct. 1, '80).

2. That at the end of the present lease of the property to the professors of the Montgomery Bell Academy, the residence and buildings now occupied by them will be turned over to the Normal School (*i. e.*, September, 1882).

3. This Board will appropriate \$10,000, to be raised by mortgage on the property or otherwise, which sum shall be expended by a committee of this Board in making improvements upon said property and in purchase of apparatus necessary to the Normal School during its continuance in Nashville, provided said expenditures shall be made with reference to said Normal School and the University each, and be a permanent benefit to each.

4. This Board will appropriate to said Normal School the interest collected on \$50,000 of Tennessee bonds held by the University, provided the Board reserves out of the annual interest sufficient to pay the interest on the \$10,000 to be borrowed and to cover incidental expenses upon the property, according to the agreement heretofore made and acted upon by the parties.

To this Dr. Sears sent the following reply: —

PEABODY EDUCATION FUND,
STAUNTON, VA., 11 May, 1880.

A. V. S. LINDSLEY, Secretary of Trustees, University of Nashville.

DEAR SIR,—April 21, 1880, I received resolutions of the Trustees of the University, signed by yourself, containing, among other things, a proposition to raise \$10,000, "which shall be expended by a Committee of this Board in making improvements upon said property and its buildings and in the purchasing of apparatus necessary to the Normal School."

April 12, 1880, Rev. Dr. Hoyt wrote me, "At the request of gentlemen here, Trustees and citizens, I write to inform you of what has been done. The Trustees will raise \$10,000, to be expended in altering the building and in other such improvements as you and Dr. Stearns may indicate."

Acting upon this last suggestion, I inquired of him whether the Trustees would consent to repair the mansion, and make it a suitable residence for the President. May 6, he replied, "There is no doubt that they will fit the mansion for the purpose required."

If Dr. Hoyt has expressed the views of the Trustees, and they will repair the mansion in the manner indicated to him, I am prepared to say that will settle the question of removal. I will accept their propositions as thus explained, and reciprocate their generous action by a hearty co-operation in the endeavor to make the Normal College the pride of the South.

Yours respectfully,

B. SEARS,
General Agent.

The foregoing is a true copy from the minutes of the Trustees of the University of Nashville.

A. V. S. LINDSLEY,
Secretary of Trustees of University of Nashville.

On June 12, 1880, the Trustees again met and passed the following:—

Whereas the Trustees of the University of Nashville, in response to their proposition contained in the resolutions of April 21, 1880, to the Trustees of the Peabody Trust Fund, in order to effect the permanent location of the Normal School at Nashville in connection with the University of Nashville, have received from Dr. Sears, General Agent of the Peabody Fund, the following paper [here follows the letter from Dr. Sears], and the Board of Trustees of the University of Nashville, understanding their response to mean an agreement for the definite and final and permanent location of the Normal School at Nashville by the Peabody Trustees, do hereby order, empower, and direct the Committee of the Trustees heretofore appointed, to wit, Messrs. Porter, Cooper, and Reese, to borrow the sum of \$10,000 by mortgage upon the property of the University of Nashville, the interest to be secured and paid as heretofore provided in the resolutions of April 21, 1880.

Be it ordered that a certified copy of this resolution be furnished Dr. Sears, as General Agent of the Peabody Trustees, by the Secretary of the Board of Trustees.

These resolutions were sent on the 18th of June. No reply was received.

The Committee referred to immediately took some steps towards raising the \$10,000, and selling some city lots, with which to procure funds to build a new building for the Montgomery Bell Academy.

The decease of the General Agent occurring soon after, the Trustees became alarmed lest the contract might not be sanctioned by the Peabody Trustees, and deemed it best to suspend operations until they could be assured on this point. This fact became known to me while spending a part of the summer in the vicinity of Boston. I had the honor to call upon you, as you will recollect, immediately, and obtained from you such assurances as would be most likely to satisfy these gentlemen. You were also so kind as to state your views in a letter to me, which I forwarded at once to the Secretary of the Trustees. Unfortunately he was not at home when the letter arrived, and it was mislaid. On my return to Nashville in September, I found that nothing had been done. The missing letter, however, soon came to light, a Trustees' meeting was held, and the Committee directed to proceed. The lateness of the season, however, rendered it impracticable to do more than make preparations for building and the removal of the Montgomery Bell Academy. The Committee hope and expect to fulfil their part of the contract as soon as they are able.

Of course, with increasing numbers, the College has been greatly straitened for room, and will be obliged to put up with this and other inconveniences during the present session. I hope we may be relieved before the session of Oct. 1, 1881, commences.

The State Legislature convenes on Jan. 3, 1881, when an earnest effort will be made to secure State aid for the College.

This completes my recital of the principal facts relating to the continuance of the Normal College at Nashville. Other particulars have been given by Dr. Orr in his report to the Georgia Legislature.

With highest respect and esteem, I have the honor to be

Yours most truly,

EBEN S. STEARNS,

*Chancellor of the University of Nashville and President of
the Normal College.*

On motion of General GRANT, the meeting adjourned till the morrow at 11 A.M.

Feb. 3, 1881.

The Trustees met at 11 A.M. There were present: Mr. WINTHROP, the Chairman, and Messrs. WHIPPLE, WETMORE, JACKSON, RIGGS, AIKEN, WAITE, HAYES, MANNING, STUART, FISH, LYMAN, GRANT, EVARTS, and BARNES.

The Chairman read the following letter from Mrs. FULTZ, daughter of Dr. SEARS, to supply the place of a Report for the past year:—

STAUNTON, VA., Jan. 15, 1881.

Hon. ROBERT C. WINTHROP, Chairman of the Trustees of the Peabody Education Fund.

DEAR SIR.—The time for your Annual Meeting is approaching, but no Report is forthcoming from the hand of your General Agent, who never before has failed to give you an account of the year's proceedings. This significant fact sufficiently recalls the sad tidings of the past summer, since nothing but death, or extreme illness, could have caused his absence on such an occasion, which he always anticipated with the greatest interest and pleasure.

During the seven months that have elapsed since his death, I have attempted at your request, and under the superintendence of Hon. A. H. H. Stuart, to carry out his arrangements, and to keep the affairs of the office in order, so that his successor may be able to assume the duties without too great perplexity. At the time of my father's departure for Saratoga, June 7, he gave me a list of payments to be made as they should fall due. His death found me still attending to this business, and with \$3,900 in the

Bank of America, subject to his order. By arranging with the Cashier, I completed the disbursement, dating each of his checks prior to July 6.

As the news of the General Agent's death became confirmed throughout the South, a multitude of letters poured into the office, of all kinds. Some expressed great fear lest previous engagements should not hold good, in which case the consequences would prove most disastrous: some desired immediate donations before the policy should be changed; some requested that their claims should be presented to the Board without delay; others wished to know who would carry on the business; while several of the State Superintendents anxiously inquired what amount might be depended on for their respective schools and Teachers' Institutes. A very large number of letters expressed the deepest sorrow at the loss of one whom the writers had learned to love and esteem, and to whose memory many tributes and resolutions have been offered. Every communication was respectfully answered, and all matters that could possibly bear delay were referred to you, or postponed for the consideration of the new Agent. It was found necessary, however, to make out one Recommendation for \$23,000, which was approved by three of the Executive Committee (the other two not being easily reached during August) and by yourself, as the Chairman of the Board.

The money was appropriated as follows:—

Normal Work in Arkansas	\$2,500
Sam Houston Normal College, Huntsville, Texas .	9,000
Normal College, Nashville, Tenn.	9,000
Public Schools in Houston, Texas, for 1879-80. .	1,000
" " " " " 1880-81. .	1,500
	<hr/>
	\$23,000

You, and the Board of Trustees, know quite well that it was my father's intention to drop all contributions to public schools as quickly as possible, and devote the income of the Fund to Normal work; yet in some few cases, and for peculiar considerations, he had expected to continue and perhaps proffer aid. This was especially true in Texas, as she has never before been in a condition to receive the assistance rendered in other States. Letters were shown in which he had partially committed himself to Houston. For this reason an appropriation of \$1,500 was granted for the present year. The \$1,000 sent belonged to that city from last year's contribution.

Although this letter is not intended to assume the place of my father's Annual Report in any degree, it may not be improper for me to give you such information as I have gathered concerning the general work of public education in the Southern States, at the present time.

Commencing with VIRGINIA, the Superintendent writes me that the last year's record was in most favorable contrast with the preceding. Owing to the diversion of the school funds, the year closing July 31, 1879, was practically the worst year since the beginning; and owing to the return of the school money, the year ending July 31, 1880, was the best year they have had. This will readily be seen by reference to the following statistics:—

PUPILS ENROLLED IN THE PUBLIC SCHOOLS.

	1879	1880	
White . . .	72,306	152,136	79,830 Increase
Colored . . .	35,768	68,600	32,832 ,,
Total . . .	108,074	220,736	112,622 Increase

AVERAGE DAILY ATTENDANCE.

	1879	1880	
White . . .	44,540	89,640	45,100 Increase
Colored . . .	21,231	38,764	17,533 ,,"
Total . . .	65,771	128,404	62,633 Increase

CURRENT EXPENSES.

1879	\$511,902.53
1880	838,328.35

TOTAL EXPENSES.

1879	\$570,389.15
1880	929,435.12

It is thus shown that the public-school attendance for 1880 was more than double that of 1879, and the figures show that the cost of education per pupil per month was less than ever before. For the first time since the passage of the school law in 1870, the Superintendent reports the condition of public schools satisfactory, and the prospects unclouded.

The money contributed to this State from the Peabody Fund was \$6,200. Usually about \$1,000 has been allowed for Teachers' Institutes, held in counties separately, or in groups, continuing from three to five days. These have proved to be very useful, and every county is now required to hold one during the year. This is to be a permanent regulation, whether they have or have not public money to aid them.

But the Superintendent felt disposed to attempt something larger and broader during the present year, and, on communicating his plan to my father, met with the accustomed sympathy and offer of aid. The sum of \$3,500 was placed at his disposal, and of this amount nearly \$3,000 was used in defraying the expenses of two large six weeks'

Institutes, held at the University of Virginia and at Lynchburg.

In regard to the former, mention should be made of the cordial co-operation of the rector, Hon. A. H. H. Stuart, who secured the hospitality of the buildings. The school assembled July 14, in the public hall of the University, in the presence of a large audience, with even more enthusiasm than had been anticipated. The opening address was delivered by Governor Holliday, and the Superintendent feels sure that one thousand teachers could easily have been enrolled. He had, however, previously fixed the number at five hundred. The actual attendance was 467: 312 ladies and 155 gentlemen.

Three professional instructors, with assistants, lectured and drilled the pupil-teachers in the morning, and some one of the University professors lectured in the afternoon; besides which there were occasional lectures. The bulk of the work was strictly professional, but there was much appropriate lecturing of a more general character. The school continued fully six weeks, and was eminently successful in all respects.

The Colored Normal School, at Lynchburg, was conducted in similar style, and was not less successful. Over two hundred teachers attended. There were four admirable instructors, all colored. This school began one day later than that at the University, but continued as long. There was also very great interest, and the school attracted much attention, and received general sympathy and approbation from the press and from the citizens.

Many of the needier pupils in each school received assistance, in defraying their expenses, from the money in Dr. Ruffner's hands. He accomplished all he aimed at, and yet saved \$557.73 of the appropriation, which he feels at liberty to use for local institutes.

My father had sent one hundred Peabody Medals to the Superintendent, but his illness and subsequent death prevented any understanding as to how they should be distributed. They still remain in charge of the State Superintendent.

In NORTH CAROLINA, to quote an expression contained in a letter from the State Superintendent, "Day seems breaking after a long night of darkness." The first school law was enacted in 1840, and continued in its main features until 1865. This was the only Southern State which kept up any system of free public schools through the dark and terrible days of 1861-64. At the close of the war the permanent school fund, which had slowly been raised to \$2,850,000, was lost; and until 1867, when the Peabody Fund began to carry "light and joy to the hearts of thousands," their prospects were gloomy indeed. The Superintendent asserts that the names of George Peabody and Barnas Sears will never be forgotten. He hopes the approaching session of the General Assembly "will go far ahead of any former session since 1868, in making provision for the education of the children."

The continuance of \$500 for each of the State Normal Schools is earnestly requested, and the only application for a public free school comes from Fayetteville, a place for which both my father and Professor Ladd felt the warmest interest, as the citizens made great sacrifices to fulfil the conditions on which aid was granted, and as a Normal department is connected with the school. Over 300 pupils attend this graded school, and it has an assured fund of \$3,200 for current expenses. It is maintained for more than ten months during the year, and materially aids the common-school system of the State. They ask for \$1,000 for this present school year. My father had reserved a number of Peabody Medals for North Carolina,

but, on consulting with the State Superintendent, he found that the teachers of the various schools appeared indifferent to the arrangement, with the exception of Professor Alex. McIver, of Greensboro', to whom two were sent for distribution. This gentleman was State Superintendent of Public Instruction during 1871-74 inclusive.

The Annual Report of the Superintendent of SOUTH CAROLINA for the present year affirms that great progress has been made in the public-school system within twelve months. The greatest needs now are better teachers and larger school funds. My father endeavored to meet the first want, by appropriating \$1,000 to be used in defraying the expenses of Teachers' Institutes. After mature deliberation, the Superintendent decided to hold only one Institute for the State, at some accessible and attractive point, during the heat of summer.

The Faculty of Wofford College, in Spartanburg, generously offered the use of their buildings and grounds, thus enabling Major Thompson to engage the best instructors in the vicinity. Professor Louis Soldan, Principal of State Normal School, St. Louis, Mo., was appointed to preside, and it is certain that he has given a new impetus to teaching in South Carolina. Familiar with the most approved methods of teaching in Europe and in this country, possessing the broadest culture, enthusiastic as a teacher, he left an impress upon all with whom he came in contact that can never be effaced. Professor Edward S. Joynes, from the University of Tennessee, brought his eloquent lectures on the English Language, which had afforded my father so much satisfaction. All the other instructors were men of ability; and, in this connection, it is due to those who belonged to the State to say that they accepted no pay beyond the actual expenses of attending the Institute. At the first meeting of the Faculty, it was thought that

about sixty teachers would participate in the exercises; but the attendance was much beyond the estimate, there being frequently two hundred and fifty people present during morning sessions, and six hundred at some of the lectures, which were given in the Opera House.

This State is allowed to send eight white pupils to the Normal College at Nashville, Tenn., and ten colored pupils to the Institute at Hampton, Va.

In GEORGIA, the State School Commissioner, Hon. Gustavus J. Orr, who has acted as Agent of the Peabody Fund in that State for some time, is making a strenuous effort to secure more money for public schools from the General Assembly. For nine years this has been the burden of his appeals, both by tongue and pen. There can never be an efficient school system with the present allowance. The Teachers' Institute of South Carolina, just alluded to, impressed him so favorably that he desires very much to see something of the sort in Georgia. He asks the General Assembly to set apart \$1,500 for this purpose, trusting that the Peabody Trustees will add a small supplemental sum. Much of his Annual Report is given to quoting the long correspondence between my father and himself, concerning the removal of the Nashville Normal College to Atlanta.

The appropriations from your Fund for this year amount to \$5,800, of which \$4,000 was applied to scholarships in the Nashville Normal College, and \$1,000 to scholarships in Atlanta University. For the State Agency the usual sum of \$800 was paid.

Seventy-five Peabody Medals were given to this State, and were judiciously awarded by Mr. Orr. His Report publishes a full list of awards. The same appropriations are requested for another year.

In FLORIDA, the Superintendent has not quite finished

his Biennial Report, but he writes me that steady progress has been made in the public schools, and that he is certain that the Trustees of the Peabody Fund will be satisfied with the expenditure of their donations. A continuance of the appropriation is respectfully requested, which was as follows for last year :—

Ten Scholarships in Nashville Normal College . . .	\$2,000
State Agency	400
Lincoln Academy, colored	300
Union Academy, colored	300

	\$3,000

ALABAMA appears to be very quiet on the subject of education. She sends six pupils to the Nashville Normal College. The City Superintendent of Montgomery writes that school affairs are in a very low state in that place. No aid has been rendered from the Peabody Fund since 1878, and matters have progressed slightly since that time. The people appear too poor to build a proper schoolhouse, and during the past year over one hundred children have been refused admission to the over-crowded building. The New York Missionary Society has erected a handsome brick building exclusively for the colored race, and the white citizens of the city have to endure this painful contrast. There are 1,739 white children, and 2,054 colored, in Montgomery, between the ages of seven and twenty years. There are but two sources of income, namely, State and city. These amounted last year to only \$7,000, a sum barely sufficient to meet current expenses.

The people, through their Superintendent, ask for a small donation from the Peabody Fund, so that they may apply their own scanty fund to the building of a suitable schoolhouse. This State received fifty Medals.

In MISSISSIPPI the arrangements for Teachers' Institutes were carried out to a certain extent. But several causes

prevented the full course being held, as will appear from the following facts, recently communicated by the State Superintendent, and Professor John J. Ladd, who had been appointed by my father to assist in organizing and controlling them. \$1,200 were sent to the Superintendent by my father for this purpose, just before his death. It is perhaps due to the Superintendent to say, that a larger sum would have been appropriated, had he thought necessary. Being entirely new to the work, he made too small an estimate of the money needed. Several circumstances conspired to prevent quite the result anticipated. First, it rained almost incessantly during the whole of the six weeks; second, it was the season for gathering the cotton crop, and many teachers were thus employed; third, these Institutes were held in portions of the State where none had ever been held before, and, consequently, great ignorance prevailed among the teachers as to their aim and object. Although General Smith had taken great trouble to advertise and explain his project, yet some seemed to consider the Institute as a sort of peripatetic examining board, and therefore declined attending. The work is in its infancy, and requires much patience and perseverance. This the Superintendent is prepared to exercise, if he can receive the requisite support from the Peabody Fund. He earnestly requests an additional \$1,000, which, with two educational experts, would overcome all obstacles. Professor Ladd has already been paid for the whole year, and stands ready to proceed again to Mississippi as soon as summoned. In a late note to me he says: "It is a matter of grave importance that Superintendent Smith have the funds needed to carry forward the work in Mississippi this winter. Especially is it so, as the second series is to be carried down into the malarial districts, and we must do the work before the warm spring days begin. He needs at least a month to

work up the plans, previous to setting out. It will be disastrous to let this work stop now, as the tide of popular interest and sympathy is high. I know of no avenue in which funds may be placed to do as much real good as in this Mississippi work, *just now*. I am ready to go to-morrow if he could set his machinery in motion."

The work cannot be delayed beyond the last of February or first of March.

LOUISIANA. Educational matters appear to have changed very little in this State since my father last reported its condition. All the aid given passes through the hands of the former State Superintendent, the Hon. Robert M. Lusher, one of my father's firmest supporters and most trustworthy friends. He assumes, personally, the leasing of a suitable building for the accommodation of the Peabody Normal Seminary, with its excellent Model School, and naturally desires to know how much assistance the Peabody Trustees will contribute towards that and other institutions of the State. The donations from your Fund for the year 1879-80 are as follows :—

Peabody Normal School (white), with Model School	\$2,300
Peabody Normal School (colored), with Model School	1,300
Guion Academy	300
Louisiana Journal of Education	200
	\$4,100

Mr. Lusher writes in a late letter that "These two Normal Schools have continued their mission of usefulness in providing well-qualified and methodical teachers for the State public schools ; and the two model schools, in which their graduates and the senior students have been and still are exercised in practical teaching and discipline, will have been, also of invaluable assistance to the children taught therein.

"Lafourche Parish, and the Corporation of Thibodeaux, having concurrently levied a sufficient tax to sustain the Guion Academy as a graded free public school for seven months in the year, the lamented Dr. Sears, General Agent of the Peabody Fund, kindly provided \$300 more (out of a balance on hand for past years), thus enabling the session of the Academy to be extended to ten months in the year. This school has thus been enabled to impart a solid and liberal education to upwards of 120 children of Thibodeaux, conferring a positive benefit on the town itself, to the gratification of all its inhabitants.

"These schools included in the Tabular Report are the only free public schools, elementary and Normal, in the State, that have been kept in operation during nine or ten continuous months in the year; and in the present impoverished condition of Louisiana, it is only with aid from the Peabody Fund that so desirable a system of popular education can possibly be maintained. It is, therefore, the earnest trust and desire of all friends of education here that the honorable Board of Trustees will be pleased to authorize the continuance of aid to the institutions named herein, and to such others as may be organized in conformity to its plans.

"The Louisiana Journal of Education is the only exponent of popular education in the South-west; and its editors would feel honored, as well as relieved, by the continuance of the annual stipend heretofore allowed it by the Peabody Education Fund.

"Of the Peabody Medals, nine bronze and four silver were sent. Of the four bronze Medals on hand, *one* has already been proffered to, and it is now reserved for, the best-qualified teacher-student of the Peabody Normal School (colored). The others, it is respectfully suggested, might be reserved for awards, as follows: One to the most apt and proficient

student in the present Senior class of the same school, and two to the most advanced and meritorious pupil in each of the public high schools of the city; or (if these schools cannot be maintained during 1881) to the two most talented and zealous graduates of the Peabody High School, who may desire to enter the Normal Seminary, for professional training as teachers.

"The two silver Medals, it is also respectfully recommended, might be reserved for the two best-qualified graduates of the Peabody Normal Seminary, to be awarded in May or June, 1881."

Whilst all the Southern States have appeared to feel deeply the loss of your General Agent, none, with perhaps the exception of Tennessee, were left at so important and critical a period in educational history as TEXAS. Until very lately the prevailing sentiment favored the reduction of the appropriation for public schools, but since my father's last visit to the State, a remarkable change has taken place in the views of the best citizens; and to-day no politician ventures to oppose increasing the appropriation to the constitutional limit. There is, however, no definite and adequate provision for establishing a competent system of common schools. There is danger that the whole tide of popular interest may turn to promoting Normal Schools, and the public schools be left to take care of themselves. The Governor and other prominent persons strongly advocate the immediate building of two Normal Colleges, of the same character as that at Huntsville, proposing to call one "The Peabody Normal College," and the other "The Sears Normal College." A State University is also under consideration, and great hopes are placed in the present biennial Legislature for a liberal endowment. For these three objects, the Governor and the Secretary of the Board of Education (also State Agent

for the Peabody Fund) earnestly desire the Peabody Trustees to contribute the sum of \$30,000.

There are some persons, however, who consider the report from Texas too highly colored, and are of the opinion that educational matters are not on so favorable a footing as represented. They demand the rightful appropriation of one-fourth, instead of one-sixth, of the State taxes for the public free schools, which would insure a fund of over \$1,000,000. This expenditure would make schools worthy of highly trained teachers. It is also suggested that the Normal College already established at Huntsville be more liberally sustained, and made to actually possess all the high requirements of a college, before endowing new establishments. Some departments, properly belonging to such an institution, are totally unprovided for; while others, which are established, are meagrely supported for want of funds. The Principal is a gentleman of immense energy and perseverance, and was specially appointed to his position by my father; but, like Chancellor Stearns of Nashville, he sometimes feels that he has a very heavy burden to carry, having been deprived of wise counsel and substantial aid in the time of his greatest extremity. He has been urgently solicited to resume his former position in Houston, since the death of its City Superintendent, but declines abandoning his post, feeling that he has a sacred trust to perform.

The papers of my father show, however, that he hoped for more in Texas than the improvement in the Sam Houston Normal College, at Huntsville. He had spoken to many persons concerning a second college, and hoped at one time to secure its location in Marshall. Owing to a detention there, by illness, during his first visit to Texas, he became quite thoroughly acquainted with the possibilities of the place, and was favorably impressed with its

accessibility from all parts of the country, as well as with its uniform healthfulness of climate. But, perhaps, it may be thought too near to Huntsville.

Texas has sustained another severe loss in the death of Superintendent E. N. Clopper of Houston, following rapidly on that of Mr. Mallon of Huntsville. Mr. Clopper was called from Cincinnati, Ohio, to supply the place of Professor H. H. Smith, who was transferred to Huntsville. He was a most enthusiastic school officer, and was just entering on the work of the present scholastic year, when he, too, was summoned to join those whose loss he had most deeply mourned. His place has but lately been filled by Mr. F. E. Burnette of Putnam, Ct., for whose recommendation the School Board are indebted to the Hon. B. G. Northrop, Secretary of the Connecticut Board of Education. This latter gentleman has made so favorable an impression upon the Houston school authorities by his letters and published works on education, that he has been urgently solicited to visit them and deliver lectures, with the courtesy of free passes on the railroads.

There can be no doubt as to my father's intention in regard to assisting the city of Bryan, in this State. He promised that, on fulfilment of certain conditions, the customary aid should be rendered. They at once commenced complying with his terms : viz., erecting a suitable school building, and levying a tax for public free-school purposes ; and they have now established a thoroughly graded system. By some oversight, although repeatedly represented by the Hon. O. N. Hollingsworth (my father's special agent for Texas), this consummated result failed to receive its proper recognition at the hand of your General Agent. The School Committee anxiously request the long-expected aid.

The town of Palestine also applies for aid through Major Hoxsie, who is represented by Professor H. H. Smith, of the

Sam Houston Normal College, as "a great friend of public schools, who has shown his good-will by giving reduced fare to our Normals, and to teachers attending conventions, when other roads would not." This gentleman has chief management of the International & Great Northern Railroad, and is a member of the School Board. My father formerly promised the people of this place aid on conditions which they are now ready to fulfil. It will be difficult to induce the right class of employés to settle here, unless their children may enjoy the advantages of common-school education.

The City Superintendent of Denison writes that, under the fostering care of my father, the public schools of that place have been put upon a permanent and very satisfactory basis, and that, with others aided by the Peabody Fund, they are exerting a powerful influence in favor of public education in every part of the State. Last year, in view of the reduction in the school fund, your Board gave assistance which enabled them to prolong the session for the usual ten months. The Superintendent proposes raising a public-school library. This will leave the sum for current expenses too small, as it barely suffices at the best times. He therefore proposes that the Peabody Fund contribute a small sum for one more year, to enable them to keep their schools in a prosperous condition.

The Chairman of the School Board at Brownsville is exceedingly anxious to make some arrangements whereby the Peabody Fund shall aid in educating some five hundred children now very poorly provided for. He asks the consideration of the new General Agent.

It appears that three distinct things have been achieved in the State of Texas in as many years. First, model schools have been established by aid of the Peabody Fund at Houston, Brenham, San Antonio, and several other

cities. Second, the work of assuming control of city and village schools, and of raising taxes for their support, has made rapid progress, the taxes being voted sometimes unanimously. Third, many of the leading citizens, who were claimed by the foes to public schools, now vie with each other in proclaiming their devotion to the cause of free education. The first of the above-named places (Houston) is the point where annually assemble the representatives of several large fraternities from all parts of the State, many of whom, visiting the schools, carry home their good report. The free schools of Brenham have succeeded so well that the traveller through Washington County observes superior evidences of skilled industry everywhere about him.

There is good reason to hope and expect that Texas is soon to take an honorable position among her elder sisters, not only in wealth and population, but also in all the advantages of universal education.

Probably no State has ever had a more "energetic, efficient, and enthusiastic" Superintendent than ARKANSAS, in Hon. James L. Denton. I find these several terms frequently applied to him in my father's writings, and observe that his plans were usually approved and his wishes gratified. Such a man is of the greatest assistance to the General Agent, and his influence among the people is not easily calculated. In connection with Professor Ladd, last year, he aroused the whole State to a degree of educational interest never before known. Many school officers have for a time felt great enthusiasm, but the first opposition or decline in popularity has often reduced the warmth of effort very perceptibly. My father felt sure that no obstacles would daunt this brave spirit, and co-operated with him very successfully. An appropriation of \$2,500 has been granted him for this year's Normal work, and

he is holding Institutes in many of the remote and more inaccessible parts of the State. A map of Arkansas, with the places marked which have been already visited, shows long and tedious journeyings. Professor Ladd corroborates the Superintendent's glowing accounts, and thinks that Peabody money was never employed to better advantage. Mr. Denton requests a short space for the following:—

“The present is the most auspicious educational epoch that the State has ever known. The apathy and opposition encountered in the early part of my administration has ceased to be formidable, and everywhere the people are eager for light and guidance. Every exposition of education is welcomed with demonstrations of pleasure, and the enthusiasm that was at first pronounced fictitious by evil prophets has steadily increased, and borne its legitimate fruits. It may safely be said that the public-school system of this State is beyond the point of doubtful experiment, and it only remains for time and wise management to mature it and make it as efficient as the well-rounded systems of older States.

“The year 1880 was one of rapid and substantial progress. There was a marked improvement in public sentiment, issuing in the voting of a larger district tax, as well as in the erection of schoolhouses, and the furnishing them according to the most approved plans. The increase in attendance, and the growing demand for more intelligent work in the school-rooms, are among the encouraging results of the general wakening.

“In 1878 the number taught in the public schools was 33,737; in 1880 the attendance reached 125,000. In 1878 the school revenues were \$148,392; in 1880 the sum of \$500,000 was expended for school purposes.

“The policy adopted in 1879, of holding Normal Institutes and delivering educational addresses in the various towns

of the State, has been productive of incalculable good. Such work disarms opposition, accelerates the growth of popular interest, and not only inspires teachers with a nobler conception of their vocation, but equips them for the discharge of their duties.

"Last fall I commenced to hold eleven Normal Institutes. Six have been held, and the remaining five will be held between this time and the 15th of March. The attendance of teachers and people has been uniformly large, and the work highly instructive and effective. The results are so abundantly gratifying that I hope to hold several more Institutes after finishing the present campaign."

Seventy-five bronze Medals were sent to Mr. Denton, according to previous understanding between himself and my father.

The State Superintendent of TENNESSEE has forwarded to this office a very detailed and satisfactory report for the present year, from which I make the following extract on the general progress: "Although the tables of statistics are not yet complete for the scholastic year 1879-80, yet I may safely report an increase in enrolment of pupils of more than 10 per cent, and of average daily attendance of more than 6 per cent. This progress is most satisfactory, when it is taken into account that there has been a steady improvement from year to year for the last six years, and that each year's progress is cumulative upon its predecessors."

My father appropriated \$1,900 for this State from the Peabody Fund, subdivided as follows:—

Congressional Teachers' Institutes	. . . . .	\$1,000
Colored " "	. . . . .	300
Jackson City Graded Schools	. . . . .	600
Total 		\$1,900

The Superintendent is very faithful to his Institute work. From no State have come so continuous indications of these gatherings. Separate pamphlets were issued in season to thoroughly announce the place and time of meeting, enclosing a literal programme of each day's proceedings, with a circular on the last page, explaining the object of the Institute, calling attention to its advantages, and cordially inviting a full attendance. There were twelve Institutes held by Superintendent Trousdale, and the same number of Colored, under direction of Professor H. S. Bennett of Fisk University, who thus reports concerning those in his charge: "In all these Institutes the teachers present during the day were drilled and instructed in the branches they were expected to teach. At night the people were called together, and addressed by those workers who were in charge on some popular educational topic. We have reason to believe much good was done. It was a new and pleasant feature of the Institute work, that so many of the educators of high standing in the communities in which the Institutes were held came out and took prominent part in the conducting of the same. The utmost cordiality was exhibited by the citizens, whenever they expressed themselves."

The Superintendent, in concluding his remarks on this subject, says: "I am satisfied that these Institutes, held during the last four years by the liberal aid of the Peabody Fund, have been of great service to the cause of popular education, in correcting many prejudices, and giving a sound tone to public sentiment. I am personally greatly indebted to them for the marked progress made by the public-school system, during my administration of them in Tennessee, as I am sure the cause has shown a decided and undisputed improvement."

Forty bronze Medals were sent to the Superintendent

for distribution. Rules for the award of these were printed, and issued from his office last year in January, and the result was that twenty-two of the Medals were duly appropriated. The remaining eighteen, I am informed, are in charge of the Superintendent, subject to the direction of the new General Agent.

I cannot leave this State without allusion to an institution very dear to the heart of my father, and in whose interests his last Southern journey was taken. Many hours of anxious thought were given to its final location, and he died believing that the Normal College of Nashville, Tenn., was settled on a firm foundation, appreciated by the people of the State, and valued by the Trustees of the Peabody Education Fund. A full description of the reasons for contemplating the removal of this college to Georgia has been prepared for the Trustees by Dr. Eben S. Stearns, Chancellor of the University, and President of the College. This gentleman was selected for his position by my father, and was his intimate friend and trusted coadjutor during the whole period of their association. No person living can retail the facts of the movement alluded to so perfectly as Dr. Stearns. Copies of the present agreements entered into by the respective parties are also in his possession.

The number of scholarships at this college has lately been extended to one hundred, all of which would have been taken up, had notice been given earlier, throughout the various States. I learn through Dr. Stearns that ninety scholarship students are now at Nashville, representing all the beneficiary States excepting Louisiana, and that he already has applications for over twenty more scholarships for the year commencing next October. He hopes that the keys may very soon be applied to open the Treasury, as the \$1,000 still due is much needed. The pres-

sure was so strong at the close of 1880 that the Chairman authorized the payment of \$3,500.

The two bronze and seven silver Medals awarded this college appear to have been highly valued, both by President and students, and great interest was taken in their distribution.

Of WEST VIRGINIA I can say but little, excepting that \$3,000 was appropriated for holding District Institutes, which were very successfully carried on under the management of the State Superintendent and Professor John J. Ladd. At first the encouragement was not very great, but as the course proceeded the people became fairly aroused, and much good was done, both incidentally and by the adopted method of conducting the daily exercises. Professor Ladd was urged to return to the State as a lecturer, but his time had previously been promised to Mississippi for Institute work.

The judicious and popular Superintendent no longer fills his accustomed office, but has become the permanent head of Bethany College, thus again making one of those unfortunate changes in the Peabody machinery so dreaded and regretted by my father.

Fifty Medals, all bronze, were sent for competitorship in this State.

I should very much like to speak of the various State Superintendents in this letter. Every single State, with the exception of Texas, has had a capable, energetic, courteous gentleman at the head of her educational department; and Texas has not suffered from the deficiency, as her accomplished Secretary of the Board of Education has, for several years, and at the earnest request of my father, also acted as State agent of the Peabody Fund. The warmest and most sympathizing letters were sent me by

these school officers on hearing of the death of my father, many of them placing themselves on the list of personal mourners, and expressing themselves bereft of a "beloved and respected leader, counsellor, and friend."

In closing this letter, I beg to be allowed a few lines in which to thank the Board of Trustees, through you, their honored Chairman, for the unvarying confidence and kindness extended to my father throughout the whole thirteen years in which he served as your General Agent. Could he have but surmised that *his* would be the next name to which the fatal asterisk would be prefixed, and that his personal connection with the Board was to close with last February's pleasant meeting, I am very sure that each member would have received a most tender and affectionate farewell; but to none would he have expressed such *grateful* feeling as to yourself, for the support and wise counsel so freely and generously bestowed in all seasons of perplexity and doubt. A few days before his death he remarked to a friend that his life had been very much as he would have chosen, but that the latter part had been pre-eminently the best; that his work had been most congenial, and his associations of an entirely delightful character.

He would not have been surprised, but only the more certain that he had not mistaken your character, could he have foreseen the exceeding kindness and patience shown his daughter in the responsibilities which came upon her in consequence of his unexpected death.

With the hope that you may long be spared to bless the new General Agent with your invaluable co-operation, I am,

With highest respect and esteem,

Obediently yours,

Mrs. JOHN HAMPDEN FULTZ.

On motion of Governor AIKEN it was

Voted, That the sum of \$1,000 be appropriated to pay for the extra services admirably rendered by Mrs. FULTZ in managing the work of the General Agent and in preparing a Report for the year ; this sum to be in addition to her salary.

On the motion of Mr. FISH, it was

Voted, That the subject of Scholarships in the Normal College at Nashville, be referred, with power, to the General Agent (to be chosen) and the Executive Committee.

There followed a general discussion on the Normal College at Nashville, when the subject was laid over till the morrow

The following Resolutions, reported by the Committee of which Mr. EVARTS was Chairman, were passed :—

Resolved, That the General Agent of this Board hold his office during the pleasure of the Trustees.

Resolved, That the salary of the General Agent be \$5,000 a year.

Resolved, That the General Agent be allowed such sum for contingent expenses as the Executive Committee may decide from time to time, not to exceed \$1,000 per annum.

Whereas, Under the wise labors of the late General Agent, the lamented Dr. SEARS, such a general interest has been awakened in the cause of education as to guarantee the perpetuity of public schools in the Southern States, and

Whereas, In the judgment of this Board the benevolent designs of the founder of this Trust will be best secured by the education of teachers for the public schools in the Southern States,

Resolved, That the General Agent be directed, under the advice of the Executive Committee, to apply the income of this Trust, until otherwise ordered, as far as may be, in the education of teachers at such Normal Schools as this Board or the Executive Committee may select; but the Executive Committee shall have authority to use a sum not exceeding two-fifths of the annual expenditure in assisting public schools in States which in their judgment require this aid.

The Trustees then proceeded to the election of a General Agent.

Mr. RIGGS and the Secretary *pro tem.* were appointed a Committee to collect, sort, and count the ballots for a General Agent; whereupon, ballots being given in, the Committee reported that J. L. M. CURRY was unanimously chosen.

On motion of Mr. JACKSON it was

Voted, That the next Annual Meeting be held in the city of New York, on the first Wednesday (5th) of October, 1881.

The Treasurer presented his Annual Report to Dec. 31, 1880, which was referred, with the papers accompanying it, to the Finance Committee for examination.

Messrs. RIGGS and LYMAN were appointed as Auditing Committee.

The following Resolves were passed:—

Voted, That the action of the Finance Committee, authorizing the Treasurer to sell, assign, and transfer the Supplementary Assented Union Trust Company of New York Certificates for the Columbus, Chicago, and Indiana

Central Railway Company consolidated First Mortgage Bonds, belonging to and held by the Trustees, amounting to \$90,000, the same to be sold in the open market; and the action of the Treasurer in accordingly disposing of the said amount of certificates, realizing the sum of \$95,787.50, be hereby confirmed.

Resolved, That the Chairman be authorized to prepare a second volume of Proceedings, with a portrait of Dr. SEARS.

On motion of Mr. RIGGS it was

Voted, That the Treasurer be and hereby is authorized to exchange the City of Mobile 6 per cent Bonds, with Fundable Certificate for \$250.45, now held by the Trustees, amounting, together, to \$30,250.45, for the new bonds to be issued in the name of the City of Mobile on the terms as provided by the Act passed by the General Assembly of the State of Alabama, approved 8th of December, 1880.

Voted, That the interest due and to be funded into the new bonds be treated as principal.

Voted, That such sum as may be required to make an even bond of \$500 be applied for that purpose from income.

On motion of Chief Justice WAITE it was

Voted, That the Treasurer and Mr. RIGGS be empowered to invest the money belonging to the principal now in the Treasury, in Bonds of the United States at their discretion.

On motion of Judge MANNING it was

Voted, That the Memorial to the Governmental Authorities of Mississippi on the payment of the Bonds to the Planters' Bank be renewed.

On motion of Chief Justice WAITE, it was

Voted, That the presentation of the Memorial be intrusted to Judge Manning.

On motion of Chief Justice WAITE, it was

Voted, That the Secretary or Assistant Secretary be authorized to affix the seal of the Trustees to any document requiring its authority under direction of the Chairman, to whose custody the seal shall be assigned.

Adjourned till 11 A.M., on the morrow.

Feb. 4, 1881.

The Trustees met at 11 A.M. There were present: Mr. WINTHROP, the Chairman, and Messrs. WHIPPLE, JACKSON, BARNES, STUART, AIKEN, FISH, HAYES, WAITE, MANNING, WETMORE, RIGGS, LYMAN, and EVARTS, and the newly elected General Agent, Dr. J. L. M. CURRY.

Mr. WETMORE was chosen Treasurer, Mr. GEORGE PEABODY RUSSELL Secretary, and Mr. THEODORE LYMAN Assistant Secretary.

The following Report of the Auditing Committee was presented and accepted:—

The Committee to whom was referred for examination the Treasurer's Account to 31 December, 1880, find vouchers for all payments charged by the Treasurer, and after deducting the sums paid by him from collections as reported there remained in his hands on deposit in the Bank of America, \$3,292.64; in addition to which he reports deposited in the United States Trust Co. of New York, of income, \$43,800, and of principal of the Fund, \$26,465.62.

Respectfully submitted,

GEO. W. RIGGS.

THEODORE LYMAN.

The printing of the usual number of pamphlets of the Proceedings of this Meeting under direction of the Chairman and Assistant Secretary, was authorized.

The discussion on the Nashville Normal College was resumed, and, on the motion of Judge MANNING, it was

Voted, That the Board ratify and approve the arrangement made by the late General Agent, Dr. SEARS, with the authorities of the Nashville College, as set forth in the letter of Chancellor STEARNS to Mr. WINTHROP, of date Dec. 31, 1880, and instruct our present General Agent to carry out that arrangement.

The Chairman was instructed to offer the thanks of the Board to Hon. THOMAS W. BICKNELL of the Journal of Education, of Boston, for his gift of engravings and lithographic likenesses of Dr. SEARS.

Dr. CURRY briefly addressed the Board, thanking them for his appointment as General Agent, and declaring his approval of the general plan of the Trustees, and his intention of carrying it out.

On motion of Chief Justice WAITE, it was

Voted, That the sum of \$400 be appropriated and be paid by the Treasurer for a Secretary to the General Agent.

On motion of Governor AIKEN, it was

Resolved, That the thanks of the Board be offered the Hon. ROBERT C. WINTHROP, Chairman, and the Hon. A. H. H. STUART, for their labors in conducting the business of the Trust since the death of Dr. SEARS.

A letter was read from the Secretary of the Board, GEORGE PEABODY RUSSELL, Esq., dated 25 December, 1880, at Montreux, Switzerland, regretting that the state of his health would prevent him from being at this meeting, and expressing deep sorrow for the death of Dr. SEARS.

On motion of Judge MANNING, the Chairman proceeded to nominate the Committees as follows:—

Executive Committee: Hon. Wm. AIKEN, Hon. W. M. EVARTS, Hon. A. H. H. STUART, General J. K. BARNES, Hon. H. R. JACKSON, with the Chairman *ex officio*.

Finance Committee: G. W. RIGGS, Esq., Hon. HAMILTON FISH, Chief Justice M. R. WAITE, Hon. W. M. EVARTS, Colonel T. LYMAN, with the Treasurer *ex officio*.

The Annual Meeting was then dissolved.

THEODORE LYMAN,
Assistant Secretary.

APPENDIX.

I.

TRIBUTE FROM SHELBYVILLE, TENN.

Resolutions on the Death of Dr. Sears, the Great Educator.

At a meeting of the citizens of Shelbyville and vicinity, on the afternoon of the 9th inst., to take some action in reference to the death of Dr. BARNAS SEARS, General Agent of the Peabody Education Fund, Hon. Thos. H. Coldwell was called to the chair, and John R. Dean was elected Secretary. On motion of Hon. Edmund Cooper, a Committee of five was appointed to present Resolutions expressive of the feelings of the meeting. The following-named gentlemen were appointed: Hon. Edmund Cooper, Hon. H. L. Davidson, Hon. B. M. Tillman, T. W. Buchanan, Esq., and Hiram Harris, Esq., who, after brief consultation, presented, through their Chairman, the Hon. Edmund Cooper, the following Resolutions:—

Another great and good man has been cut down in the midst of his usefulness.

Rev. Barnas Sears, D.D., LL.D., General Agent of the magnificent and liberal donation made by that generous benefactor of the Southern people, George Peabody, for educational purposes, is no more. He died at Saratoga, on the afternoon of July 6, 1880, after a brief illness. He had gone from his home in Staunton, Va., to Saratoga in the pursuit of health, and for the purpose of delivering an address before the American Institute of Instruction, on "Educational Progress in the United States during the Last Fifty Years."

We deem it right and proper that, as citizens of Shelbyville and of Bedford County, we should bear testimony to the worth of this truly great and good man. He took a lively personal interest in the promoting of liberal education in our community and elsewhere.

To his generous benefactions we were indebted for our High School, which for many years dispensed its blessings in our town, and which was the just pride of all who could appreciate a public charity.

On two occasions, he visited our town in person, giving to us the benefit of his large experience, and encouraging us, in every way that he could, in our laudable efforts to supply a school of the highest order for our children. We know the good results that were realized, and therefore

Resolved, That we mourn the loss to the Southern people, caused by the death of Rev. Barnas Sears, D.D., LL.D., late General Agent of the Peabody Education Fund.

Resolved, That we deeply sympathize with his family in their great affliction, and with the Board of Trust in the loss of an earnest co-laborer and efficient general manager in the great work in which they are engaged.

Resolved, That a copy of these proceedings, signed by the Chairman and Secretary, be forwarded to his family and to the Board of Trustees of the Peabody Education Fund, as well as to the town newspapers, with a request that they publish the same.

On presenting the Resolutions, Mr. Cooper said :—

Mr. CHAIRMAN, In presenting these Resolutions, I deem it my duty as well as privilege to make a few remarks. I had the pleasure of meeting the deceased twice in our educational conventions and once in New York, during the session of one of the meetings of the Board of Trust. He was a great and a good man, took a lively personal interest in our educational affairs in this community, as well as in the South generally, and therefore I think it right that we pay this tribute to his memory.

Walter S. Bearden, Esq., said: I had the pleasure of hearing Dr. Sears's two lectures delivered on educational topics while here in the interests of the work in which he was engaged. I must say I never heard lectures that I enjoyed so much in reference to that topic. He seemed to understand his subject thoroughly in all of its bearings. I remember he put it upon the higher plane, — said if we would enjoy the blessings of a higher civilization, and realize those benefits that result from a high order of intellectual and social development, we must educate, and, of course, educate the masses. He was specially interested

in and liberal towards us in our school work here, being impressed with the effort we were making in the cause of popular education. I am heartily in favor of the Resolutions.

John R. Dean, Esq., former School Superintendent of this County, said : —

Mr. CHAIRMAN, As I was County Superintendent during most of the time that Dr. Sears was connected with the work of education in our midst, and, in fact, throughout the State and South, I may be permitted to say a word. I had the pleasure of meeting him several times on the occasion of his visits to our State and people, in connection with his work. I heard several of his lectures on education, and derived much support and encouragement from them. They were replete with wisdom. He was a great man, a statesman and philosopher as well as educator. I learned to love him. He was pleasant socially. One had to meet him personally, and get words of encouragement and comfort from his own lips, to appreciate him properly. Humanity has lost one of its strongest friends, the literary and educational world one of its brightest luminaries, Christianity one of its most devoted disciples and strongest exemplars. We mourn the loss of such a man.

The Resolutions were unanimously adopted.

THOMAS H. COLDWELL, *President.*

JOHN R. DEAN, *Secretary.*

II.

TRIBUTE FROM McMINTNVILLE, TENN.

At the meeting of the Third Congressional Teachers' Institute at McMinnville, July 13, 1880, the following Resolution was adopted, and forwarded by Professor Leon. Trousdale : —

Resolved, That we place on record the sentiment, common to all teachers in Tennessee and throughout the South, of deep regret at the death of Rev. Dr. Barnas Sears, General Agent of the Peabody Fund. We recognize the wisdom, fidelity, and success of his administration of the great bequest with which he was charged ; we commemorate him as the friend and benefactor of Southern people ; and we commend his pure and wise example to the admiration of teachers, to the gratitude of the country, and to the emulation of his successor in office.

III.

TRIBUTE OF THE STATE BOARD OF EDUCATION
OF TEXAS.

At a called meeting of the State Board of Education, held July 20, 1880, the following Resolutions in memory of the late Dr. B. Sears were adopted:—

Whereas, we have received the sad intelligence of the death of Dr. Barnas Sears, Agent of the "Peabody Educational Fund for the Southern States," which occurred at Saratoga, N. Y., on the 6th of July, 1880; therefore, be it

Resolved by the Board of Education of the State of Texas, That it is with profound regret that we learn that this eminent and useful man has ended his labors, and passed from among us; and here take occasion to express our keen appreciation of the great loss which the whole country, and especially the South, has sustained in the death of one who was admired alike for his public and private virtues, and universally esteemed as a friend to humanity and a benefactor of his race; one whose fidelity and ability in the management of the great Trust committed to him challenges the admiration of every true lover of education, civilization, and progress.

Resolved, That Texas has *special cause* to deplore the death of Dr. Sears, as of a friend who, by his liberal donations to our public schools, and to our State Normal School, proved his devotion to the cause of education in our great and growing State.

Resolved, That we tender to the bereaved family our sincere sympathy and condolence.

Resolved, That these Resolutions be spread upon the records of the Department of Education, and a copy thereof be furnished to the family of the deceased, and also the Honorable Trustees of the Peabody Educational Fund for the South.

O. M. ROBERTS,
Governor and ex-officio President of Board of Education.

STEPHEN H. DARREN,
Comptroller.

J. D. TEMPLETON,
Secretary of State.

Attest:

O. N. HOLLINGSWORTH,
Secretary State Board of Education.

IV.

TRIBUTE OF THE TRUSTEES OF THE PUBLIC SCHOOLS
OF COLUMBUS, GEORGIA.

COLUMBUS, GA., 31 July, 1880.

The Board of Trustees of the Public Schools of this city has heard with deep sorrow of the death of the Rev. Barnas Sears, D.D., LL.D., late General Agent of the Trustees of the Peabody Fund. His whole life having been devoted to the advancement of learning, he had filled, with distinguished honor and eminent success, almost every post from the lowest to the highest, acceptable to the American educator. It was, however, as General Agent of the Peabody Trustees, that he especially endeared himself to the hearts of the Southern people. Coming among us a stranger, he took in at a glance the difficulties of our situation, sympathized with us to the full extent in our troubles, and at once set himself to the task of so administering the great Trust committed to him as to benefit all without giving offence to any. Like the founder of the charity with which his office identified him, his great heart took in the whole country. When such a man falls, it is a *public calamity*. The citizens of Columbus, in particular, owe him a debt which will never be forgotten, and which can never be repaid, for the efficient aid which he tendered for a series of years in support of our struggling school system. Be it therefore

Resolved, That as a Board of Trustees, in common with the friends of learning throughout the whole country, we lament the death of Barnas Sears.

Resolved, That for his aid, timely and wisely administered, the schools of this city owe him an everlasting debt of gratitude.

Resolved, That a copy of this Preamble and these Resolutions be transmitted to the family of the distinguished dead, and Board of Trustees of the Peabody Fund.

V.

TRIBUTE FROM THE TEACHERS OF VIRGINIA.

UNIVERSITY OF VIRGINIA, July, 1880.

To the Trustees of the Peabody Education Fund:—

May it please your Honorable Body,—We, the undersigned, teachers of Virginia, assembled as a Normal Institute at the University of Virginia, together with our instructors, our State Superintendent, and such County Superintendents as are present, desire to express our reverence for the character of Dr. Barnas Sears, and our high estimate of the important work he was enabled to do in the cause of Southern education. There was, probably, not another man on the continent so well qualified as he was for the administration of the great Fund given by that noble man, George Peabody. Dr. Sears, during the entire period of his administration, seems to have avoided error, to have acted wisely and effectively, and to have endeared himself to the entire Southern people. Probably few men have ever been able to effect so much for the public good in thirteen years as he did.

We are indebted to him, under the wise regulations of your honorable body, for the means out of which has been created this Summer Normal School at the University of Virginia, a work of much importance in many respects.

As a citizen of Virginia, Dr. Sears was highly beloved and valued. We mourn his loss. We will cherish his memory. We feel sure that his name will be honored in Virginia by future generations.

W. H. RUFFNER,
Superintendent of Public Instruction.

M. A. NEWELD,
Principal of Union Normal School.

H. B. MCGILVARY,
Professor of Methods of Instruction.

A. L. FENK,
Professor of Elocution and Vocal Music.

A. D. MAYO, *Lecturer.*

W. W. WYSOR,
Superintendent, Pulaski County.

(And four hundred and fifty Teachers in attendance.)

VI.

TRIBUTE OF GOVERNOR HOLLIDAY.

At the opening of the University Normal Institute of Virginia on the 20th of July, 1880, the Governor of the State, after welcoming the great company of teachers assembled at the University, said as follows:—

But alas! in this supreme hour, misfortune has come upon us. Dr. Barnas Sears, one of the leaders in this movement, has fallen, full of years and of good works. Though a native of a distant Northern State, he lived in our midst, endearing himself to us by his genuine qualities of head and heart, advancing the cause of education, and helping us to lay its foundations broad and deep. He is not forgotten here and now, and many are the words of praise that are going up from every part of our State, mingled with sorrow at his death. Profiting by his teaching and example, I am sure you will press with greater zeal and hope towards the consummation of his and your exalted aims.

VII.

TRIBUTE OF SUPERINTENDENT RUFFNER.

At the Memorial Meeting in honor of Dr. Sears, held by the University Normal Institute of Virginia, July 21, 1880, Hon. W. H. Ruffner, the State Superintendent of Public Instruction, spoke as follows:—

Rev. Barnas Sears, D.D., LL.D., died at Saratoga, N. Y., July 6, 1880. He was born at Sandisfield, Mass. He graduated at Brown University, R. I., in 1825. He studied theology at Newton Seminary, and then preached for two years in the First Baptist Church, Hartford, Conn. In 1829 he became Professor of Languages in what is now Madison University, at Hamilton, N. Y. Though faithful as a minister, the inclination of his mind was to the teacher's vocation. His love of learning also was

insatiable. His habit of study continued to the end of life. In 1833 he went to Germany and remained there for some years. On his return he entered the Newton Theological Seminary, first as Professor and afterward as President.

In 1842 he began to publish learned works, but he never engaged largely in book-making. His publications were mostly the offspring of his current labor.

From 1848 to 1855 he was Secretary of the Massachusetts Board of Education, an office which corresponds nearly with our Superintendent of Public Instruction, and in that position did much to elevate the standard of teaching in the public schools. He was a great leader in the professional training of teachers,—an object which he pressed with growing fervor to the day of his death.

From 1855 to 1867 he was President of Brown University,—the successor of Francis Wayland,—and this position he filled with distinguished ability. Dr. Sears received the degree of Doctor of Divinity from Harvard University, and of Doctor of Laws from Yale College.

In February, 1867, he became the General Agent of the Trustees of the Peabody Education Fund; and soon became a permanent resident of Staunton, Va. How he has been engaged since that time is well known to us all. He was on hand in Richmond in the dark days of 1868 and '69, during the framing of our present State Constitution, moderating the extravagance of fanaticism, especially in respect to matters of public education, and contributing effectively, I doubt not, to the wisdom which framed the educational features of our Constitution.

Dr. Sears aided efficiently in the establishment of public free schools in Richmond and Petersburg before the creation of our school system. I submitted the first draft of our school law to him, and received good suggestions. He was my counsellor and my unwavering friend from the time of my entrance upon public work, in February, 1870, to the last days of his life. And never have I been associated with a wiser or more agreeable co-laborer. His heart was warm and his sympathies quick and sure ; his intellectual clearness, activity, and cultivation were remarkable ; his thinking was of a high order, and his command of pure, elegant language was unsurpassed ; his demeanor was

marked by dignity, prudence, and conciliation. None knew him but to love, none named him but to praise.

His wise and effective administration of the Peabody Fund will, no doubt, receive full treatment by other hands. Backed by a singularly able and enlightened Board of Trustees, he seems to have been divinely guided in devising measures, in distributing the funds, and in bestowing his personal labors generally. No doubt each one of the Southern States will bring forward its testimony in proof of this statement. For Virginia I may state that the money which has come to us through his hands, accompanied by his counsels and labors, has been of greater value than will ever be known, until the time comes to tell the story in all its details. And this University Normal School is a fit and crowning illustration of what has been said.

Farewell, thou great-hearted teacher, friend of the people, and servant of God. We rejoice in thy noble life and in thy peaceful death. Peace to thy soul, and eternal honor to thy memory.

VIII.

TRIBUTE FROM TEACHERS OF TENNESSEE.

OFFICE OF STATE SUPERINTENDENT OF PUBLIC SCHOOLS,
NASHVILLE, TENN., Sept. 3, 1880.

Hon. ROBERT C. WINTHROP, *President,*
Brookline, Mass.

DEAR SIR,—We have the honor to transmit to you, as the President of the Board of Trust of the Peabody Education Fund, the Resolutions unanimously adopted by the State Teachers' Association of Tennessee at its annual session held at the city of Pulaski on the 26th and 27th ult. (August), according to the instructions of that representative body of educators.

At the same time, we avail ourselves of the occasion to assure you that there is but one sentiment among all enlightened citizens in our State as to the irreparable loss sustained by your great Trust and the cause which it represents,—of popular edu-

cation,—in the death of Dr. Barnas Sears, who was alike beloved and honored for public and conspicuous merit and usefulness, and for the gentle virtues of the Christian and citizen.

We have the honor to be, dear sir,

Very respectfully and truly yours,

LEON. TROUSDALE,

Chairman of the Association.

FRANK GOODMAN, *Secretary.*

PULASKI, 26 August, 1880.

Resolved, That this being the first occasion on which the teachers and educators of Tennessee have assembled in convention since the death of Rev. Barnas Sears, General Agent of the Peabody Board of Trust, it is proper that we should express the sentiments with which that melancholy event has filled our minds.

Rev. Dr. Sears was honored and esteemed by us all as the wise administrator of a munificent trust; and in his personal character was admired as an author, and beloved as a friend and champion of popular education.

In the various positions of Professor of Theology, President of Brown University, and, as successor of Horace Mann, Secretary of the State Board of Education for the State of Massachusetts, all of which positions he filled with eminent ability, he had attained the highest rank as an educator.

As an author, his literary contributions had gained him a national reputation. That portion of his career which particularly endeared him to us all was that which likewise most conspicuously illustrated the qualities of his mind and heart,—the administration of the noble Trust, which adorned the close of his long and useful life, and has for ever associated his name with the memory of the great philanthropist, George Peabody.

W. R. GARRETT,

W. A. SMITH,

R. P. YANCY,

FRANK GOODMAN, *Secretary of Association.*

Committee.

IX.

TRIBUTE FROM NASHVILLE NORMAL COLLEGE.

At the opening of the sixth annual session of the Normal College, on the 6th inst., Chancellor Stearns paid the following tribute to the memory of the late Dr. Sears, General Agent of the Peabody Education Fund:—

This opening day of a new session, which under ordinary circumstances, young ladies and gentlemen, should have been a time for happy greetings and joyous anticipations, is signally overcast with sorrow. It has been already my sad duty to announce to you the decease of two of the graduates of last May, and you are about to take such action in regard to them as circumstances dictate, but another and darker cloud, if possible, overhangs us; a calamity affecting this college most intimately, and causing all our Southern people to assume the habiliments of mourning.

No man, it is safe to say, has longer been favorably known from one end of the land to the other, no one has been more respected as a scholar and educator, more honored as a philanthropist, more admired as a Christian gentleman, more trusted as a friend, than Dr. Sears, General Agent of that munificent, or rather magnificent, Trust, the Peabody Education Fund.

How temperately, wisely, generously he has from the first administered the great and most responsible duties of his office, every intelligent person knows, for his name is a household word in every home. To his wisdom and generous activity this College owes its existence. His patience, ready sympathy, and active co-operation have rendered possible its acknowledged success. In his counsels and suggestions, to which the distinguished Board, of which he was General Agent, always lent a willing ear, you are indebted for the high privileges this institution affords, and for these scholarships, which have given opportunity to so many of you to prepare yourselves for a most worthy calling, a most noble pursuit.

But he has left us! Like a shock of corn, ripe for the harvest, he has been garnered up with the blessed company of those whose work is done, and well done, and who have entered upon their reward. He has gone, and I hear a voice from heaven, saying unto me: "Blessed are the dead that die in the Lord, for they shall rest from their labors, and their works do follow them!"

Rev. Barnas Sears, D.D., LL.D., was born in Sandisfield, a small town in Western Massachusetts, Nov. 19, 1802, and was consequently nearly seventy-eight years of age at his decease.

Educated and trained under the happy influences of a New

England home of the time, his scholarly tastes took him at an early period of his life to Brown University, Rhode Island, where he graduated in 1825. At the Theological Seminary in Newton, Mass., he prepared for the Christian ministry, and soon after, I believe, became pastor of the First Baptist Church in Hartford, Conn. In the year 1829 he was elected professor in what is now Madison University, N. Y. In 1833 he went to Germany to pursue his literary and theological studies, and on his return became a professor in the Newton Theological Seminary, and afterward for several years its President. In all these positions of important influence he acquitted himself most honorably, and won a world-wide reputation for modesty of demeanor, the fulness and vigor of his Christian character, skill as an instructor, and for rare scholastic attainments. In the year 1848 he was made Secretary of the Massachusetts Board of Education and its executive agent, succeeding Hon. Horace Mann, not so much with the iconoclastic zeal of a reformer, as in the spirit of the wise master-builder who knows how to select from the confused heaps of material that which may be fitly compacted into a temple of lasting beauty. Less aggressive than Horace Mann, more patient in waiting for results; less obtrusive, perhaps, but not less intelligent or enthusiastic in the duties of his office; he accomplished a work certainly in no respect inferior, and for which the cause of education owes him equally, at least, a debt of perpetual gratitude.

In the year 1855 he was elected President of his *Alma Mater*, Brown University, a position which he filled with eminent ability and success, until July, 1867, when he was induced to resign his office, to take that of "General Agent of the Peabody Fund." Entering upon this work under the immediate inspection and with the confidence and full approbation of the noble donor of this most unparalleled and munificent gift, George Peabody, then living (let his name be held in lasting honor and profoundest gratitude at this college, and by all its foster sons and daughters), he became also associated with the singularly wise and distinguished men to whom Mr. Peabody's Trust was confided; among whom I may mention its venerated President, Hon. Robert C. Winthrop, *nomen clarissimum*, his intimate friend, and, let me say, warmly your friend, young ladies and gentlemen, and of the inter-

ests you have at heart, as I have abundant occasion to know. I might mention, also, many illustrious men who have left their names inscribed high on the roll of fame, and many of our most trusted and honored citizens, such as President Hayes, ex-President Grant, Hon. A. H. H. Stuart, Hon. Wm. M. Evarts, the present distinguished Secretary of State, ex-Secretary Hamilton Fish, and others of the very highest in the land ; and when I say that, during the long period of his agency, Dr. Sears discharged the duties of his office in such a manner as not merely to secure the confidence and approbation of such men as these, but also their admiration, it is enough, and what more could be said ?

No man has sustained more intimate relations to our people than he ; no man has had their confidence and love to so great an extent, and no person will be more sincerely mourned.

To me, personally, the death of this excellent man is a much sorer grief than I care to attempt to express. My earliest acquaintance with him began while he was Secretary of the Massachusetts Board of Education, though I had known something of him by reputation before that time. It was during this period that I was placed in charge of the Normal School at West Newton, Mass., the oldest of this class of institutions on this continent. My relations with him became at once cordial and intimate ; and we worked together in general in the greatest harmony, even though I, but a stripling in this field of labor in comparison, sometimes ventured to question the expediency of measures the result of which he could more wisely forecast. I remember him in those days as gentle, courteous, genial, scholarly, and wise, patient and forbearing with me, whether in the caprices of faithful unwisdom, or the restless impulses of early life. I cannot doubt that he felt that I was honest and earnest, and that time, wise counsels, and a larger experience would do the rest.

After removing, as I did, from Newton to Albany, N. Y., I had but little to do with Dr. Sears for some years. Of course, I kept track, to some extent, of his useful and honored career, and I rejoice to know that, though so greatly his inferior, he was kind enough not to forget me entirely.

When it was proposed to organize the Normal College in this place, Dr. Sears did me the great honor to select me as, in his judgment, the proper person to undertake this enterprise. Situated

as I was at the time with, as I supposed, my life-work well in hand, and surrounded with many advantages, nothing but Dr. Sears's representations of the urgency of the case, and his hearty assurance, which I knew meant all he expressed, that he would stand by me with counsel and aid, induced me to sever the pleasant relations of my home and cast my lot in with you. How nobly he fulfilled these sacred pledges ; how many and how wise his counsels ; how cheering his words of hope and encouragement ; how substantial his aid, — the long interviews in which his plans were so minutely displayed, a correspondence amounting to between one and two hundred letters, written in his peculiar though legible hand, and relations so intimate and cordial, that not one word can I recall which I would not have had him say just as he uttered it, will testify.

My last interview with him was in March of the present year at Atlanta, Ga., when I met him, at his request, that we might consult in respect to the removal of this college to Georgia. I found that he had arrived before me, and was then very ill ; much more so than, as it seemed to me, he was inclined to admit. I shall never forget the cordiality of that greeting, nor cease to be thankful for the opportunity afforded me for reviewing the history and progress of the college ; for seeking advice on important points ; for witnessing anew his devotion to the interests of this college, and to listen to his declarations of his bright hopes for its future, when it should become, to use his own words, "the pride of the South."

That Dr. Sears injuriously exerted himself during that week, and was unfortunately exposed on his return journey, I greatly fear. I know well that the final settlement of this long-vexed question of the removal of the college occupied much of his time and thoughts, and that his anxiety that it should be determined with strict justice to all parties was intense. His final answer to the Trustees of the University of Nashville, and to the citizens of Nashville was, probably, nearly his last official act. That his contract with these parties will not only be undisturbed by the Trustees of the Board of Education Fund, but will be held by them as an almost sacred thing, I have the best assurance.

Some time in May, or early in June, Dr. Sears left his pleasant home in Staunton, Va., for Saratoga, N.Y., — where he was expect-

ing to deliver an address before the "American Institute of Instruction" in July,—in hopes of benefit from its healing waters and salubrious air; but his health and strength failed rapidly, and on the 6th of July his noble spirit ascended to God who gave it. His carefully prepared address was read on the succeeding evening before the Institute by his friend, Rev. Dr. Ellis, of Boston. It was entitled, "Educational Progress in the United States during the Last Fifty Years."

His remains were taken from Saratoga to Brookline, Mass., one of the most beautiful of the suburban villages near Boston, where his eldest son resides, and it was my sad privilege to attend his funeral as a pall-bearer, and the sole representative of this part of the country, at the First Baptist Church. Newton Theological Seminary, Brown University, the Massachusetts State Board of Education, and the Trustees of the Peabody Education Fund were each represented, the latter by Hon. Robert C. Winthrop, its President, an intimate friend of the deceased, the Chief Justice of the United States, and other gentlemen of distinction.

This is not the time or place for a minute analysis of the character of this gifted person, nor for a discussion of those traits whose strength, fulness, and harmony made up the man. I have already touched upon many of the more prominent. But as I have challenged your admiration, I would also, if possible, with much more earnestness hold up this exalted character for your study and imitation. His almost august person will never again be seen, or his noble presence felt by us. We shall never again listen, spell-bound, to the words of wise counsel, falling in sweet yet manly tones from his lips. We shall see him no more, but I shall beg you not to forget what made him great. The dignity of his person, the elegance and courtliness of his manners, his profound learning, his benevolent spirit, his purity of heart, his undying Christian faith, his devotion to his Lord and Master, may all be yours. Live, young gentlemen and ladies, such lives as his, and you will not have lived in vain.

The following Resolutions were adopted by the students:—

Whereas, on this first morning of a new session at the Normal College, the decease of the Rev. Dr. Barnas Sears, General

Agent of the Peabody Education Fund, has been formally announced by the Chancellor of the University, be it

Resolved by the students, That in the decease of this great and good man, this college has lost its originator, wise counsellor, and constant friend.

Resolved, That we are deeply sensible of the debt of gratitude we owe for his agency in establishing this institution, and in making it not only a means of disseminating the principles of correct instruction and elevating the standard of popular education in all the Southern States, but also of affording to our young men and women an opportunity for thorough instruction and training, and for making themselves useful as professional teachers.

Resolved, That regarding him as the highest type of a Christian gentleman, scholar, educator, and philanthropist, it shall be our steady purpose to imitate these exalted traits of character, and to carry forward, with all our ability and influence, the great work which he has commenced with such profound wisdom, skill, and success.

Resolved, That the memory of this venerated man should be evermore cherished at this college, and by all who have enjoyed or may enjoy the great privileges he has been instrumental in affording.

Resolved, That we offer our respectful sympathy to the family of the late Dr. Sears, in the great affliction God has seen fit to lay upon them.

Resolved, That these Resolutions be signed by one student from each State represented here, and that a copy be transmitted to the Honorable President of the Trustees of the Peabody Education Fund, and to the family of the deceased.

Resolved, That a copy be also sent to the State Superintendents of Education in the several Southern States, and that the papers in Nashville and elsewhere be requested to publish them as our tribute to the memory of one whose name is a household word in all these States.

Signed as above :

FRED. S. J. PAGE	Tennessee.
WALTER E. MURPHY	Georgia.
ANNA J. PAULIN	Virginia.
WM. E. HAMMOND	Texas.
MARY J. ARMOUR	Florida.
ALICE C. LUSK	Mississippi.
EUDORA DAVIE	North Carolina.
SAMUEL EVANS	South Carolina.
T. T. COTNAM, Jr.	Alabama.
JULIA C. LOGAN	Louisiana.
H. W. MILES	Arkansas.

X.

TRIBUTE FROM THE TRUSTEES OF THE UNIVERSITY OF NASHVILLE.

NASHVILLE, TENN., Oct. 16, 1880.

At a meeting of the Board of Trustees of the University of Nashville, held on this day, the Hon. E. H. Ewing, President of the Board, submitted the following Resolutions, which were unanimously adopted:—

At this the first meeting of the Board of Trustees of the University of Nashville since the death of Dr. Barnas Sears, General Agent of the Trustees of the Peabody Educational Fund, it was

Resolved, That the news of his death is received by us with profound regret; for though he died full of years and honors, his especial public usefulness in the position he occupied can but ill be dispensed with. So many qualities met in him that fitted him for his situation, one of high dignity and honor, that his loss can scarce be supplied. Reverend by his age, of unblemished integrity, of rare talent as an educator, of large and liberal views as a superintendent, of bland and dignified manners, of kindly temper, of untiring energy, known everywhere and beloved as known,—nature and circumstance seemed to unite to qualify him for the inauguration of the benevolent schemes of that great public benefactor, George Peabody.

Resolved, That in his connection with the Normal School and College of Tennessee, set on foot and put in operation under his auspices and those of our University in Nashville, he has entitled himself to the lasting gratitude of our State and its people.

Resolved, That these Resolutions be entered on the minutes of our Board as a memento of our sorrow for his death and regard for his memory.

Resolved, That the Secretary of the Board furnish the family of Dr. Sears and the Trustees of the Peabody Fund with a copy of these Resolutions, and a tender of condolence for their loss.

A true copy from the minutes of the Board of Trustees of the University of Nashville,

A. V. S. LINDSLEY,
Secretary of the Board of Trustees of the University of Nashville.

XI.

TRIBUTE FROM THE "SAM HOUSTON" NORMAL INSTITUTE.

SAM HOUSTON NORMAL INSTITUTE,
HUNTSVILLE, TEXAS, Jan. 18, 1881.

At a meeting of the Faculty and students of the Sam Houston Normal Institute, the following Resolutions were unanimously adopted:—

Whereas, it has pleased Almighty God to remove from his wide sphere of useful labors, our friend and benefactor, the Rev. Barnas Sears, D.D., LL.D.,

Resolved, That we lament his loss as that of a personal friend, to whose generous agency we are indebted beyond our power of expression, and for whose interest in our behalf we shall never cease to be thankful.

Resolved, That while the entire Nation laments his loss, as that of a bright and shining light, the South has especial cause to mourn for him as one who has given his best days and his life to her interests, organizing, aiding, and visiting schools of every grade, and laboring unweariedly for her highest welfare.

Resolved, That as teachers we shall always hold sacred the memory of one whom integrity of character, high culture, and devotion to duty have raised to so lofty a place on our Nation's Roll of Honor.

Resolved, That we tender our warmest sympathy to the bereaved family, and while sorrowing with them, we would with them look to that Eternal Source from which alone flows balm for the wounded heart.

Resolved, That a copy of these Resolutions be sent to the family of the deceased, and also to the Board of Trustees of the Peabody Educational Fund.

Faculty.

H. H. SMITH, *Principal.* L. W. ELLIOTT.

O. H. COOPER. MRS. A. A. REYNOLDS.

MRS. F. S. WHITESIDE. MYRA IRWIN ALLEN.

Representatives of the Senior Class.

BENJAMIN BEAN, First Cong. Dist. JENNIE L. MITCHELL, Fourth Cong. Dist.

T. J. HALLMAN, Second " " JOE. L. HILL, Fifth " "

HATTIE F. BATTLE, Third " " ADINA DE JAVALA, Sixth " "

Representatives of the Junior Class.

B. M. VANDER HURST, First Cong. Dist. JOE. A. PULLIAM, Fourth Cong. Dist.

T. J. ATWOOD, Second " " M. E. DELANY, Fifth " "

LUELLA H. RAINES, Third " " EMMA B. HEILIG, Sixth " "

XII.

TRIBUTE FROM THE TRUSTEES OF THE PUBLIC
SCHOOLS OF HOUSTON, TEXAS.

Tribute to the memory of the late Dr. Barnas Sears, Agent of the Peabody Educational Fund, by the Board of Trustees of the Public Schools of the city of Houston, Texas:—

Resolved, That by the death of Dr. Barnas Sears we have lost a valued friend, Houston one of its most disinterested benefactors, the cause of universal education a most faithful worker, and the world a good man. We mourn this common loss and most heartily sympathize with his family in their bereavement.

Unanimously adopted,

E. W. TAYLOR, *President of Board.*

JOHN REICHMAN, *Secretary of Board.*

XIII.

TRIBUTE FROM THE DEPARTMENT OF PUBLIC
INSTRUCTION OF ARKANSAS.

SUPERINTENDENT'S OFFICE,
LITTLE ROCK, Jan. 1, 1881.

HON. ROBERT C. WINTHROP,

President Peabody Trustees, Washington, D. C.

DEAR SIR,—There being no Board of Education in this State, and the last meeting of the Arkansas State Teachers' Association having been held before the death of Rev. Barnas Sears, D.D., the adoption of Resolutions expressive of the sorrow of our people, as well as their appreciation of the virtues and eminent services of the deceased, has been prevented. It is fitting that I should, in behalf of the State, convey to you what I know to have been the unanimous sentiment, when the melancholy intelligence was received that your able General Agent was no more. A pang shot through many a heart, and a shadow passed

over many a countenance. It was felt that a friend of the State, and a zealous champion of universal education, had passed away. He will live in the grateful remembrance of our people.

In the winter of 1879, when our public school system was in imminent peril,—on account of blind and inconsiderate legislation,—his timely interposition saved it. His address to the General Assembly was brief, but it was weighty and unanswerable. It had the power and majesty of truth about it, and every sentence was a bolt that flashed as it flew. In closing, he rose to a pitch of unusual earnestness, and threw all his force into the following utterance : “*If you go forward, we will help you; if you go backward, we feel called upon by no law of God or man to help you. If you go down, you will go without our assistance.*” These words smote the enemies of the free school policy with hopeless infirmity, and arrested their headlong purpose.

I shall never forget his look of anxious concern, when I represented the educational condition of this State, and appealed to him for aid. In answer to my importunities, he promised to send a gentleman of experience and ability, to assist in conducting a campaign of Normal Institutes. In pursuance of this arrangement, Professor John J. Ladd was sent, and a wiser selection could not have been made. He rendered invaluable service, and enshrined himself in the affections of the teachers and people of the State.

The letters of Dr. Sears to this department are sacredly preserved, not only because I sincerely esteemed their author, but because they are freighted with mature wisdom, and are models of terse and elegant composition. They show his sound judgment and marvellous breadth of view in school matters, as well as his ardent devotion to the great philanthropic work of educating the masses.

The thought of a life spent in the service of humanity must have brightened his passage through death’s iron gate, and silenced the grating of its rusty hinges. He has joined the illustrious company of “dead but sceptred sovereigns who still rule our spirits from their urns.” The memory of his noble deeds fills all the land with fragrance.

Yours very truly,

JAMES L. DENTON,
State Superintendent of Public Instruction.

XIV.

TRIBUTE FROM THE CITY COUNCIL OF STAUNTON, VA.

Yesterday morning (7 July, 1880), the City Council met in special session to express their regret at the death of Dr. Sears, and their high appreciation of his character. Mr. R. W. Burke presided, and Mr. Gooch offered the following Resolution:—

Resolved, That a committee of three members of the Council be appointed by the Chair to draft and report to the Council a Preamble and Resolutions expressive of the sorrow of the Council, and of the citizens we represent, for the death of our distinguished fellow-citizen, Rev. Dr. Barnas Sears.

The Resolution was adopted, and Messrs. Gooch, Todd, and Trout were appointed on the Committee, and the following paper, prepared and read by the Hon. A. H. H. Stuart, a member of the Board of Trustees of the Peabody Fund, was accepted and adopted:—

The City Council of Staunton have heard, with profound sensibility, of the death of their venerated and esteemed fellow-citizen, Rev. Barnas Sears. It is true that he had passed, by several years, the threescore and ten, which has been regarded as the allotted span of human life; but his apparently unbroken constitution, elastic step, and vivacity of spirit, until within a few months past, encouraged the hope that he might be spared for many more years of usefulness and honor. An All-wise Providence, however, having ordained otherwise, the Council can only bow in humble submission to His will.

Dr. Sears came to take abode among us thirteen years ago, a perfect stranger, without a single personal acquaintance in the community of which he felt it his duty to become a resident. It was but a few years after the close of the late unhappy war, when the sectional prejudices, which had alienated the South from the North, had been but partially assuaged. He

brought with him, however, a high reputation for talent, learning, integrity, piety, and all the graces which adorn the character of a Christian gentleman. During his residence among us, his blameless life and conduct disarmed criticism, and won for him not only the esteem and admiration, but the warm personal regard and affection, of all who were brought into association with him.

Dr. Sears was, in many respects, a remarkable man. Born and educated in Massachusetts, he at an early day exhibited a thirst for knowledge, which prompted him to pursue the paths of literature with enthusiasm. He manifested, from early life, a deep interest in the cause of popular education, which he regarded as essential not only to the security of our free institutions, but to the spread of sound religious opinions, and elevated principles of morality. He was soon called to fill a responsible position connected with the system of public schools in the State of Massachusetts, the duties of which he discharged with distinguished ability and zeal for a number of years.

A vacancy having occurred in the Presidency of Brown University, by the resignation of President Wayland, the eminence of Dr. Sears, as a man of ability, profound learning, fine administrative talent, and spotless purity of character, at once marked him out as the most suitable successor of Dr. Wayland, in that honorable and respectable office. He was accordingly appointed, and for a number of years continued to discharge, in the most acceptable manner, the duties of that position.

When the late George Peabody, a native of Massachusetts, influenced by a noble liberality entirely untainted by sectional feeling, determined to devote a large portion of his colossal fortune to be employed, under the supervision of a Board of Trustees of his own selection, in giving aid to the education of the impoverished people of the Southern States, the Trustees at their first meeting, with the full concurrence of the beneficent founder of the Trust, by a happy inspiration, selected Dr. Sears as their "General Agent" in the administration of this great charity. The records of the Peabody Board afford ample evidence of the fidelity, ability, and success with which he discharged the duties incumbent on him as the administrator of this great charity.

The City Council have deemed this brief retrospect of some of the incidents of the early life and public services of Dr. Sears as necessary to a proper understanding of his noble character. Viewed with reference to his services to the cause of general education, and his complete identification with it, they cannot forbear to express the opinion that his death, at this particular time, is a national calamity.

But it is more particularly of Dr. Sears as a citizen, a member of society, a Christian, a neighbor, a husband, a father, and a gentleman, that they desire to bear their testimony. In all these relations he was as nearly faultless as is compatible with the frailty of human nature. If there be a single individual in the range of his acquaintance who did not cherish for Dr. Sears cordial esteem and friendly sentiments, the fact is unknown to any member of this body.

The City Council feel that they are not only giving expression to their own individual opinions, but are responding to the universal sentiment of the community which they represent, when they tender this humble tribute to the character of one who was so universally admired for his talents and revered for his piety and virtue.

It is therefore ordered by the Council that this paper be spread on the minutes of the Council as an enduring memorial of their grief for the death of Dr. Sears, and of their affectionate respect for his memory.

Ordered further, that a copy of this paper be sent to the family of the deceased, with an assurance of the heartfelt sympathy of the members of the City Council and of the community which they represent, in the sore bereavement which has befallen them.

Ordered further, that a copy of this tribute to the memory of Dr. Sears be furnished to the city press for publication.

XV.

TRIBUTE FROM THE EDUCATIONAL ASSOCIATION OF
WESTERN VIRGINIA.

At the union meeting of the Educational Association of Western Virginia, and the Peabody District Institute, at Hinton, July 5 to 10, Rev. Lyman Whiting, Martin Bibb, and J. B. Baines, a Committee to report a minute on the death of Rev. Dr. Sears, reported through their Chairman as follows:—

In the midst of his address before the Institute, on the evening it occurred, a telegram came to the speaker, Professor J. J. Ladd, bringing to him the tidings of the death of Dr. Barnas Sears, General Agent of the Peabody Fund. Tender, pensive silence came over us as we learned of our bereavement and that of the people of this and the adjacent States, for whom the grandest gift for popular education was made, and has been for thirteen years under his matchless management.

We gratefully recall his youthful academic honors at Hamilton College; his shining pastorate at Hartford, Conn.; the brilliant years in German schools, and the rare library brought home; his professorial eminence in the Theological School at Newton, Mass.; his work as Secretary of the Massachusetts Board of Education; his prosperous years in the Presidency of Brown University,—these all, in God's wise guidance, fashioning and endowing him for the administration of that large bounty meant for the millions in these States, and which, like streams in the desert, traces its course by the living verdure which springs up wherever it goes, and will do so as it descends to the generations of coming time. In the ministration of this royal munificence,—the eye not dim, nor the natural force much abated,—the solemn summons came, making with us mourners of fathers, mothers, and children through the South, and of all friends of free schools in the States.

Our eyes give tears for him; our hearts their love. In affectionate reverence we will remember a life of signal service to man, glorified by purest piety, and crowned with the death of the righteous man.

HINTON, W. VA., July 8, 1880.

XVI.

TRIBUTE FROM THE LOUISIANA JOURNAL OF EDUCATION,
ROBT. M. LUSHER AND WM. O. ROGERS, EDITORS.

Louisiana, in past years, has repeatedly acknowledged the liberality which the lamented Dr. Sears manifested toward the free public schools in her rural towns, and New Orleans will for ever cherish his memory as the generous patron of her two Normal and model schools.

As editors of this journal, and recipients of the favor with which the Doctor was pleased to regard our humble efforts in the cause of education, we mourn his loss, in common with the enlightened educators of Virginia, and sincerely trust that his successor in the noble work in which he was so long and devotedly engaged will deem his example a holy incentive to wise and energetic efforts for the promotion of popular education in the South.

A Memorial Meeting of the American Institute of Instruction was held at Saratoga (8 July, 1880), at which Tributes to Dr. Sears's memory were paid by Professor Harkness, of Brown University; Messrs. Merrick Lyon, Wm. A. Mowry, and T. B. Stockwell, of Rhode Island; Professor B. G. Northrop, of Connecticut, and General John Eaton, of Washington, D. C.

The Funeral Services of Dr. Sears took place on the afternoon of July 9, at the Baptist Church in Brookline, Massachusetts, where brief addresses were made by Rev. Alvah Hovey, D.D., President of the Newton Theological Seminary; Hon. George S. Boutwell, the immediate successor of Dr. Sears as Secretary of the Massachusetts Board of Education; Professor J. L. Lincoln, of Brown University; and Hon. Robert C. Winthrop, Chairman of the Trustees of the Peabody Education Fund; after which the remains were deposited in the Corey tomb (belonging to Mrs. Sears's family), in Walnut Street Cemetery.

A D D R E S S

PREPARED BY DR. SEARS FOR THE AMERICAN
INSTITUTE OF INSTRUCTION.

THE American Institute held an evening session in the First Methodist Episcopal Church, at Saratoga Springs, N. Y., July 7, 1880. The meeting having been called to order by President CARLETON, the following Remarks were made, by way of introduction, by Dr. GEORGE E. ELLIS of Boston :—

It could not have entered my mind, in coming to make my accustomed summer visit here, that I should be called to the service which I am asked now to perform, in part by the late honored and revered Dr. Sears, and in part by the President of this Institute. Dr. Sears had dictated at his home in Staunton, Va., and brought with him, the manuscript of an Address for this occasion. He was much reduced in health and very weak when he came, four weeks ago, and expected that his Address would be read for him, while he hoped to attend your meetings. You all know with what fidelity and ability, with what pre-eminent wisdom and practical efficiency, he has discharged his high and difficult service in the great Peabody Education Trust for the Southern States. The distinguished and most earnest President of that Commission, the Hon. Robert C. Winthrop, my friend and neighbor in Boston, stood in the closest relations of confidence and regard with Dr. Sears, and charged me on my coming here to seek out the patient, with whom I had long been

acquainted, and to report on his condition. I accordingly made almost daily visits, and, by Dr. Sears's request, these were generally protracted ones, as they engaged his mind from dwelling upon his ill-symptoms. He was exceedingly reduced and weak, but hopeful of at least partial restoration, preserving all his dignity and sweet serenity, constantly referring to the responsible and beneficent work which had engaged him with such rewarding results for thirteen years, and expressing his profound respect and warm affection for his advising and sustaining friend, Mr. Winthrop. His vigor of mind was wholly unimpaired, and his thoughts, fed by the elevated tasks and occupations which had made his long life so serviceable and benignant, were a better sustenance than his slender diet and his unavailing drugs. At the verge of its close,—of his animating, existing being,—his life seemed to be of a sort for which there could be no arrest or break, so continuous and steadfast was its flow on towards a deepening channel. His interest for his last days was largely engaged by his Address for this occasion. The only intimation he gave as to his thought on what might be the result, near or not to be long delayed, of his illness, was in a word which he dropped to me, that this Address was to be his last labor of the pen. On Saturday, by his gently earnest request, I read it over to him in his chamber. With all the acuteness and vivacity of mind of his best years, he made me pause upon words and statements, to insure simplicity and exactness as to phrase and fact. And then with most courteous delicacy he solicited of me as a favor what more than willingly I am now to do, adding also the suggestion that I should preface the reading by telling you how it fell to me. I would answer but vaguely his full question as to what I thought might be immediately before him. Trust and hope are always full and fair for such as he. Careful preparations had been made for his passage to Boston yesterday, but spirit and body then chose to part, and took their different ways to different homes.

Dr. ELLIS then proceeded to read the Address which had been prepared for the occasion by Dr. SEARS, as follows:—

EDUCATIONAL PROGRESS IN THE UNITED STATES
DURING THE LAST FIFTY YEARS.

BY BARNAS SEARS.

To have met here in such an assembly as this fifty years ago would have been an impossibility. There were too few teachers in the country who could be induced to leave their homes and make so long a journey in the interest of their profession. Public conveyances were too limited, uncomfortable, and expensive. The place itself was the resort of comparatively few, and had not the sumptuous accommodations for the reception of guests which it has now. Our life was then more isolated, less social and gregarious. Stage-coaches and country hotels tempted few to travel for pleasure. Looking over this great body of teachers, I may well say, with Brougham, "The schoolmaster is abroad ;" and add what he could not, "and the schoolmistress too." Representing a more extended education than the primary, she has wonderfully come forth on the public stage within these fifty years ; and if she here to-day outnumbers (two to one) her brother teacher, we will proudly greet her as our most powerful auxiliary. And if there is any apparent disproportion, I would gently remind her of the privileged character of the year. The sceptre is in her hand.

We are living in a new age,—an age of new scenes and new arts, of thronged cities, of universal locomotion and communication, of swarming literary productions, of new ideas, of a humanitarian civilization, and pre-eminently of enthusiasm for education. We are here to-day to take from this proud eminence a retrospect of the schools of our common country for the last fifty years. It will not be amiss, at the outset, to glance for a moment at the schools of former times.

Up to the time of the Revolution, a period of about one hundred and fifty years, the schools of the colonies were not very numerous, except in Massachusetts and Connecticut, nor were they entirely free. In most colonies they were ecclesiastical, in consequence of the union of Church and State. In the Northern States the Puritans provided for primary schools, grammar schools, and colleges, about the same time; in the Southern States, primary schools were much neglected. Passing over the short-lived Episcopal college in Virginia, established in 1619, and the Dutch school, opened in New York in 1633, the first public school was established in Boston, in 1635; the second in New Haven, in 1639; and the third in Hartford, in 1642. Near the middle of that century, Massachusetts and Connecticut required every town of fifty families to maintain a school; and at the close of the colonial period Connecticut had a common school in every district, and a grammar school in each of her four counties, and Massachusetts and New Hampshire had an elementary school wherever there were children enough to constitute one, and a grammar school in every town of one hundred families. Out of New England, schools did not flourish much at that time. When the people of Virginia, in 1660, petitioned the home government for the means of education, Governor Berkeley, to whom the subject was referred, expressed himself thus: "I thank God there are no free schools, nor printing; and I hope we shall not have, these hundred years." The Puritan governors did not speak after that fashion. In 1658 the magistrates of New Amsterdam complained that the citizens could not send their sons to a Latin school without sending them to New England. Judge Smith, in his "History of the Province of New York," said, "There were for many years only two liberally educated men, beside the clergy, in the Province, and that even then, in 1750,

there were but thirteen." In Maryland, visitors were appointed in each county, in 1773, to establish grammar schools ; but the schoolmasters were to be members of the Church of England. In New Jersey, the Presbyterians of the east and the Quakers of the west part of the Province established schools. There was no general school law in the colony during this period.

The four or five chartered schools of North Carolina were under Episcopal control. In South Carolina the same was true, but in 1722 the justices of the county courts were authorized to erect a free school in each county. These *free* schools were bound to teach ten poor children gratuitously. A school that received any money from the public funds was called a free school. Such schools in the Southern States were hardly ever free in our sense of the term. Of female education little was said, and less done. Long after this, it was significantly asked, "When girls become scholars, who is to make the puddings and the pies?" They were even excluded from the public schools as late as 1784. There was no free school, even in Boston, for teaching girls to write, till after the beginning of this century.

The next period preceding that with which we are chiefly concerned, extends from the Revolution to 1830. During the Revolutionary War the schools were very generally interrupted, and the buildings of several colleges, of which almost every State had one or two, were used as soldiers' barracks. Hitherto, the secondary schools were called, after the English manner, grammar schools ; but the period which now follows was the flourishing period of academies. After 1830, public high schools began to take their place, especially in the cities and larger towns. The academies, which still survive, are generally situated in the country, are largely endowed, and are devoted chiefly to the thorough preparation of boys for college. In the Northern States,

in the time of which we are speaking, academies were mostly in the hands of particular religious denominations, and received their pupils from the common district schools ; in the South they were more generally county schools, under State auspices, and were supplied by untrained pupils on account of the want of primary schools.

A few years after the Revolution, Noah Webster, to whom the country is so much indebted for his efforts to promote education, speaking of schools generally, said : “ The principal defect in our plan of education in America is the want of good teachers.” He pleaded for such a change in public sentiment as would “ make it respectable for the first and best men to superintend the education of youth.”

The following is the testimony of the Hon. Jos. T. Buckingham, respecting the schools he attended near the end of the last century : —

“ The first school to which I was admitted was kept by a lady, and, like most of the district schools, was kept only for the younger pupils, and was open for two months during the summer season. The upper class was formed of such as could read the Bible. The lower classes read in spelling-books and the New England Primer. The spelling-books, of which there were not probably more than three or four in the school, were much worn and defaced, having been a sort of heirloom in the families of the pupils. . . . My second school was kept on the floor of the steeple. The lower end of the bell-rope lay in a coil in the centre of the floor.”

When he was old enough to cipher, in about 1790, he applied for permission to do so, which was granted. His first sum in arithmetic consisted of five columns of six figures each. Speaking of the master, he says, “ All the instruction he gave me was, ‘ Add the figures in the first column, carry one for every ten, and set the overplus

down under the column.' I supposed he meant by the first column, the left-hand column ; but what he meant by carrying one for every ten was a mystery to me. I worried my brains an hour or two. The columns were finally added from the left to right. The master frowned, and repeated his former instruction, 'Add up the column *on the right*, carry one for every ten, and set down the remainder.' Two or three afternoons were spent in this way, (I did not go to school in the morning), when I begged to be excused from learning to cipher."

President Humphry, speaking of the schools in which he was a pupil about the year 1800, says : "The first school was kept in a barn. What I learned then, if any thing, I have forgotten. What the next teacher taught us, but to say *tue* and *due*, has escaped my mind. We had no school-house in our district. We met as much for play as any thing, where we could find shelter. I had a better chance two or three winter afternoons. But none of the school-houses were convenient, or even comfortable. They were rather *juvenile penitentiaries*."

At a little later period President Nott describes the school discipline thus : "It was a maxim that 'to spare the rod was to spoil the child,' and on this maxim the pedagogue acted in the school-room, and applied it for every offence, real or imaginary ; and for having been whipped at school by the relentless master, the unfortunate tyro was often whipped at home by his no less relentless father."

Later still, Mr. Goodrich (Peter Parley) gives a sketch of the heating apparatus of the school-room : "The fireplace was six feet wide and four feet deep. The chimney was of stone, and pointed with mortar, which, by the way, had been dug into a honeycomb by penknives. In winter the battle for life with green fizzling fuel, which was brought in sled lengths and cut up by the scholars, was a stern one."

If we now go from cold New England towards the sunny South, we shall find no improvement.

Robert Coram, in a book published in Wilmington, Del., in 1791, says: "The country schools are in every respect despicable, wretched, and contemptible. The teachers are generally foreigners, shamefully deficient in every qualification, and not seldom addicted to gross vices. One calls the first letter of the alphabet *a* *we*, and the children are beat and cuffed to forget their former teaching. When the next schoolmaster is introduced, he calls the first letter *ă*, as in mat, and the school undergoes another reform. At his removal a third is introduced, who calls the first letter *hay*."

Let us now change the scene, and go farther South, and look into an "old-field school." In plantations, only a small part is cultivated at the same time. When the soil of that part is worn out, it is abandoned, and on that old field schoolhouses were generally placed. Judge Longstreet, of Georgia, describes one as he saw it in 1790: "It was a simple log pen, about twenty feet square, with a doorway cut out of the logs, to which was fitted a rude door made of clapboards, and swung on wooden hinges. The roof was covered with clapboards also, retained in their places by heavy logs placed on them. The chimney was built of logs, diminishing in size from the ground to the top, and overspread inside and out with red clay mortar. A large three-inch plank (if it deserves that name, for it was wrought from the half of a tree's trunk entirely with the axe), attached to logs by means of wooden pins, served the whole school for a writing-desk. At a convenient distance below it, and on a line with it, stretched a smooth log, which answered for the writer's seat." One would naturally suppose that this picture belongs only to primitive times; but intelligent persons, belonging to different States, have

assured me that *they* were educated in such academies, as they were sometimes termed.

It was customary to study aloud in these schools, and if any one was seen passing in the road the children would cry out, "Somebody is coming," and then the whole school shouted out their lessons at the top of their voices.

But it is time to approach the close of this second period, and to speak of the schools as they were towards the year 1830. I will speak of them as I knew them, for I was in them about ten years as a pupil, and six winters as a teacher, during the first quarter of the century. The schoolhouses were somewhat improved. The large fireplaces, the movable seats, and the dunce blocks and fools' caps were going out of use. Discipline was still severe, but there was a better supply of books, a better classification of the pupils, and a more regular order of exercises. Still, every thing was mechanical, and followed a certain routine, repeating empty words in a way which ossified thought; and the teacher had so many things to do at once, and never time to do any one thing well, that there was often not a little confusion.

At the opening of the school, usually numbering from eighty to one hundred in the morning, the first class, turning from their writing-desks, which were the highest in the room, and nearest the walls, was called up to read, in these words: "Arise, manners, take your seats." They then read in turn, pronouncing the words as monotonously as they would in a spelling lesson, in what was familiarly called the "school tone." This done by each member, the class again go through the "manners" process, swing their feet over the bench, face the wall, and are ready for writing. In this exercise each one filled his page after the master's copy. Then followed the hour for ciphering, which, like the writing, required much of the master's attention. In

difficult cases he could consult the manuscript book which lay in his desk, where all the sums of the text-book were wrought out, copied from the book of some old school-master.

Meanwhile, the second class, occupying seats one step lower, with desks facing the other way, frequently feeling on their backs the toes of the first class, were called up to read in the manner already described, and were afterwards set to writing what were called "straight marks and pot-hooks," unless they were too far advanced for that. The lower classes followed in order, till the fifth or sixth was reached, descending in the reading from the lesson, "The wicked flee," to "No man may put off the law of God," and from that to words of two letters and the alphabet. It was the special duty of the small children to sit, during three hours, so still that you could "hear a pin drop." The master who could secure this result enjoyed the highest reputation. Only one other quality was necessary, and that was to be such a powerful disciplinarian with rod and ferule, that the big boys could not "turn him out of school."

But to return to the beginning of the school exercises. After the first class had finished reading, and had begun writing, and during all the time that the lower classes were reading, the school-room presented a lively scene. The teacher's eyes, ears, tongue, and hands were busy, and sometimes nearly all at once. For example, while with one eye and one ear he was attending to a reading lesson, he might, with the other, discover strange tricks,—especially if he turned around suddenly,—and would shake one boy, pinch the ear or pull the hair of another, and call out a third for severer punishment. Meanwhile he would, almost incessantly, hear these words: "Please mend my pen;" "Please set me a copy;" "May I go out?" "May I go to

the fire?" "Will you look over my sum?" These shrill sounds were heard till the youngest class was reached, and the child had repeated the alphabet at the point of the master's penknife.

Then, in a loud and distinct voice, was heard the announcement: "The boys may go out." After five or ten minutes, or even a longer time, if the teacher forgot himself in talking with the older girls, a messenger, and sometimes two in succession, were sent "to call the boys in;" and in desperate cases the teacher himself would go to the door, and threaten as none but a schoolmaster could. Not unfrequently, on these occasions, the ferule was taken from the drawer. With the braver boys it was a matter of pride to take the infliction without the movement of a muscle, and the sympathy of the girls was always on their side. Now it was their turn to "go out." They, of course, were more orderly. The word "recess" was not yet in vogue, and when it did come, it was called "re'cess."

Half the session being thus ended, the whole process was reversed. The youngest child was called up again "to say his letters," —a term which fitly described the performance. Next followed an exercise which required genius. The task assigned was to *make syllables* by repeating in sundry ways the names of the first two letters of the alphabet, although there was no more connection between those names and the syllables than there was between them and the moon. It reminds one of the story of the monk, who filed his teeth in order to speak Hebrew. The spelling exercises, ascending from class to class till the first was reached, filled out the remainder of the half-day. If it was in the afternoon, the school was closed thus: Three boys were appointed "to get the boys' things," and three girls "to get the girls' things." After a few minutes the former, from the little entry where the boys' hats lay in a pile, and

the latter, from a little crowded wardrobe, returned with their arms full of garments wound and twisted together in a perfect snarl. The master looked on with his eyes everywhere, during the process of distribution. The voices then heard were, "Whose hat is this?" "Whose shawl?" "Whose mittens?" "I can't find my cap, my great-coat!" At length there is silence; and the pupils go out one by one, bowing or courtesying at the door to the master, who, at length finding himself alone, rubs his forehead, and cries out, "Oh, dear!" But his task is not yet ended. He must go to his desk and set a score of copies for the morrow. Tradition and custom had fixed this order, and no one seemed to think there was any other way.

Need I stop to enumerate the faults of this mode of instruction and discipline? What part of the whole performance is not either radically wrong, or greatly defective? The spelling and writing of the older classes were, perhaps, the least objectionable of all the school exercises.

In the academies the teachers, as a class, were well-educated men. The schools were sometimes for both sexes, and consequently had classes in English studies; but when they served as preparatory schools only, little was taught in them but the elements of Latin and Greek, and even these were rather studied in books than taught by the preceptor. The education, therefore, which boys fitting for college received was mainly through a vigorous exercise of the memory in learning the words of an ancient language. A weekly composition on some of the virtues or vices, and a declamation every Wednesday from some great orator, such as Chatham or Patrick Henry, were the only variations from the Latin and Greek exercises.

The colleges of that day (1830) were not as numerous as they are now. Instead of three hundred and fifty, there were only about fifty; and this is more than twice as many

as they were in 1800. There were generally from two to three in a State. Some States had none. The funds of the colleges, and consequently the salaries of the officers, were low. My old president received \$1,200. I remember this from the fact that once, when he was asked why he did not resign, he said he "had 1,200 reasons for not resigning." The professors lived on \$800 a year, if they had good positions, or \$500, if they had not. In earlier times each college had a president, two or three professors, one of whom taught the theology of his church, and two tutors. In later times the teaching force was somewhat increased, and the course of study was fixed and invariable. The student first fell into the hands of a tutor, stiff, and very precise about preserving his somewhat doubtful dignity. He had a room in college, and acted as a spy and officer of police. His experiences were often very romantic. Pope, when a forward young man had offered his unsolicited advice about inserting an interrogation point in a difficult passage, said to him, "What is an interrogation point?" and received the reply, "A little crooked thing that asks questions." Our tutor was not crooked or deformed, but as to all his teaching it might be said, "He was a little stiff thing that asked questions. Only this, and nothing more." Our professors were more portly men, going on to sixty. Sitting cross-legged in an arm-chair, against which a silver-headed cane leaned, they would insist on your giving them the exact words of Blair (false English and all) or of Kames, and of Stewart and Hedge. Our president, who heard us in Enfield's Philosophy, was more communicative, and was even facetious. His jokes were regularly distributed through the term, so that when one of an older class asked how far we had advanced, he would say, "Have you got to the joke yet about the identity of a stocking that is darned all over?" or the question of the infinite divisibility of matter, "when

you take a stick and remove half, till it is all gone?" He used to keep a bottle of picra for sick students, and they had to take it before leaving his room.

In languages, beyond making Latin, after Clarke's Introduction, there was nothing, if we except scanning, but translation and parsing; no true philology, nothing of the necessary meaning of words from derivation and usage, or of the force of grammatical forms and construction. Every thing depended on translation, generally guessed out, often stolen.

Students lived in dormitories, and boarded in commons, and had no friendly intercourse with the people of the town. The college buildings were few, small, and poor, and the rooms dilapidated, except when repaired by the occupant, and sold to his successor for \$50 or \$100. College libraries and apparatus were nearly worthless. Students' morals and manners may be summed in the words,—punctilious reverence for the president, professors, and tutors, manifested by standing uncovered within specified distances; due respect to the older classes, especially to Seniors; staying in one's room during the hours prescribed, not failing to be there at the usual hour of the tutor's visit, unless an effigy is put in one's place; being present at the roll-call, and at prayers at five o'clock in the morning, always half dressed, at least. Add to these sundry other things not required by law, such as keeping a watch on the officers; placing sentinels on important occasions; joining rival college societies, and fighting once a year for the capture of new members; sitting up in groups all night before the examinations, and swallowing, at one draught, all the learning of two or three of the best students, or of notes copied for the occasion; mock examinations, and hazing of Freshmen, and mock programmes of exhibitions.

Along with these things there was a serious side of col-

lege life. Many young men, while they yielded passively to college customs, had high aims and fixed purposes. They were faithful in their studies, and made the most of their opportunities ; and more than all, though boys, they were to become men ; all had taken the true measure of themselves ; had formed warm and lasting friendships ; had at least surveyed the field of knowledge, and knew what to do in after life ; had, in some way, been so long within the college walls as to take on an air of liberal culture ; had, in some measure, acquired a literary taste. When the time for manly action arrived, slumbering capacities were not unfrequently aroused which placed their possessors in the first rank of society.

Exactly the same requirements were made of all students. So much of mathematics, so much of Latin and Greek, must be swallowed by every one, whether his digestive organs were adequate or not for their work. Some could not even masticate, and had to take their food in liquid form, with a good deal of waste between the spoon and lip. These must pass, if they took their degree at all, *speciali gratiâ*.

The future fortunes of a graduating class were always a matter of curious speculation ; and the predictions of the psychologist, whether professor or student, friend or foe, were often sadly at fault. The dunce in languages would turn out in after years a distinguished professor of chemistry. The weakling in mathematics would become a shining professor of botany. The first member of the class, perhaps a man "of blessed memory," would pass a quiet life as a country lawyer. A brilliant young man, trained expressly for a professorship, would early fade into a commonplace man, and, after trying his hand at several occupations, would conclude that in this wicked world merit is rarely appreciated. A rowdy would become a grave man,

and be made the judge of a court. A youth of mediocre talent, of whom nothing good or evil was ever said, would become a great financier, and be called on to manage great estates. The best mathematician becomes a quack doctor. A wild youth, who left college during his Senior year with the consent of his president, becomes one of the most distinguished philanthropists of his country. One or two, who are regarded by the faculty and by the class as having respectable talents, go to Congress. A regular shirk becomes an army officer. The dissipated, with few exceptions, die young, without distinction ; and a considerable portion of the class, perhaps the larger number, fairly meet the general expectation.

Now, is human life such a lottery that blanks and prizes are turned out indiscriminately, or are there hidden capacities in some, and a premature development in others, which baffle all human calculation ; or is there some oversight in the treatment of the youth committed to our care ? I suppose each of these views has its supporters. Some would say special courses, chosen from the beginning by the student, instead of a prescribed college curriculum, would remedy the evil. But if this should be made a general rule, what would become of that broad culture which distinguishes a Humboldt, a Bunsen, a Macaulay, and a Gladstone ? Would there not be danger of a narrow and one-sided culture, like that so signally manifested by some recent English scientists ?

Others say, Let the ancient languages and mathematics still be the basis of a liberal culture for those who propose to be scholars in any high sense ; and upon that solid foundation of disciplinary study let all the specialties rear their structures, leaving other students of lower pretensions to take their shorter special courses. If this view be adopted, then there must not be such haste to rush into

practical life for the sake of an early income and an early establishment, but the student life must be prolonged to ten, twelve, or fifteen years. Undoubtedly, those men of ability who can make up their minds to this will find their account in it.

Most colleges seem to prefer a middle course for the great body of their students, either by combining the two methods in courses partly fixed and partly free, or by having two or more distinct courses, and placing them side by side.

We have now reached our period for present review, commencing in 1830, when the American Institute of Instruction was formed. History is not severed and divided into distinct portions at any one period. Some reforms in education preceded the year 1830, and some followed later. The improvement of the public schools, being most needed, came before the new movement in colleges. The first seven years of the half-century of our existence as a society was a period of preparation. Several eminent men of advanced opinions started questions and introduced discussions which bore fruit afterwards.

I think we may fairly regard the year 1837, when the Massachusetts Board of Education was established, and Horace Mann appointed as its first secretary, as the commencement of the modern epoch of education in this country. This coincides exactly with the Victorian era of English history. Indeed, there is a singular parallel. The old *régime* of kingly power under the Georges continued till 1830. A mild transition reign of seven years, under William IV., followed, and then the new order of things commenced, under Victoria.

It would be a difficult task to describe the innumerable elements which go to make up our present improved system of education. Besides, it would be like describing to a

man the country he lives in: its laws, and usages, and institutions. There is nothing he knows so well. Shall I describe to you the school boards or committees who employ you, the examiners who give you certificates, your school-houses and furniture, your graded schools, your courses of study, your text-books, your reports, and the *tout ensemble* of your daily lives in the school-room? And yet it is in precisely these things that our greatest progress has been made. Compare them with the environments and routine of the schools of the period which I have described to you. Though I may not weary you with accounts of what is so familiar to you, I may, I think, ask you to go with me, in imagination, to the office of a Superintendent of Public Instruction. You find yourself in a State House. It is a State Department. Here originates nearly all school legislation; here the Senate and House committees meet to consult with the Superintendent about all the interests of the schools, and obtain the facts which are to be used as arguments to carry their measures, or to defeat the wild projects which ignorant but conceited members are often thrusting upon a legislative body. None but one who has made school legislation a study, who knows what has succeeded and what has failed in other States, who knows, in detail, the existing school laws, how far they are in harmony and how far in conflict with each other, what the decisions of the courts are in doubtful and contested interpretations, in what points the existing law is embarrassing to school officers, or defective in requiring certain things without providing the means,—such as appointing officers without pay, or assigning them duties which they cannot perform, or putting the most responsible work into incompetent hands,—can be capable of assuming the position of a State Superintendent of Schools. To have at head-quarters a master of these subjects, who has carefully studied them,

and has experience to guide him so as to render him an undoubted and trusted authority, is a matter of the greatest public importance. I have repeatedly known whole legislatures, who were going with a rush to pass an ill-advised measure, imperilling the whole system, to be arrested in their mad course, and convinced of its folly, by a few words of a Superintendent, spoken to some clear-headed member, who could show the thing to the assembly as it was.

Again you will see that this office is a common centre to which all information on education flows, and from which it is distributed. The knowledge of the whole State, thus gathered up from hundreds of official reports, full of suggestions for further improvements, is communicated to every part of the State, and to every school officer. It is like a reservoir supplying a city with water.

This central office gives consistency, order, and efficiency to the whole State system of education. The system, as a whole, is like a great army, with its numerous divisions and subdivisions, and its different ranks of officers with a commander-in-chief at the head.

Next go with me to the Normal School, which is a State institution. It is provided for by the Legislature, and managed, as to its external affairs, by a board of education. Its peculiar work is in charge of a principal, who is a specialist in the art of teaching. It is his to teach not only the practice of his art, but the science in which it is founded. We may find him employed in his most difficult work, giving the philosophy and methods of primary instruction. To show what high qualifications it requires, and how few succeed in it, he gives an outline of the psychology of the juvenile mind, and discourses in detail upon its dominant faculties; its delicate organism, weaknesses, and peril; its active but one-sided and partial curiosity; its tastes and aversions; its vivacity or lethargy, and the restraints or

incitements it needs ; its various passions and biases to good or evil ; its impulsiveness and changeableness ; its lively imagination, and active but feeble intellect. Or you may find him discoursing on didactics, teaching how to unfold a subject from its elementary principles, proceeding by slow and regular gradations ; how to awaken interest ; how to adapt instruction to capacity or previous attainments ; how to adjust the proportions of instruction and study to each other ; how far to indulge or repress mental peculiarities.

We shall soon perceive that the Normal School opens a wide field of thought, entirely new to the majority of primary teachers, and that ignorance on these points is the prolific source of nine-tenths of the failures in our primary schools. Animal life does not differ more from dead mechanical movements than true normal teaching differs from the humdrum of too many of our schools. The basement of the old structure of common school education was of wood, hay, and stubble, and gave way the moment there was any pressure on it. The new basement is of granite, and it is laid on the primitive rock.

You are so familiar with Teachers' Institutes, a humble means of improving the profession, that I hardly need mention them. To those who have never been specially trained for their calling, these meetings, under State auspices and experienced educators, give new views and new impulses, which are carried away, and which act ever after as a stimulus. To the trained teacher they are what the whetting is to the mower's scythe. Distinguished men, from the governor of the State downward, add to the attractions of the evening sessions, drawing out large popular audiences, and putting them in full sympathy with the teachers. This incidental work of enlightening and interesting the people as to the value and indispensable necessity

of universal education, is as important as the direct work of progress in the art of teaching. I have known many instances in which the people of a place have, for a week, been completely saturated with ideas of education, every other topic of conversation being banished for the time. The public addresses, and the daily intercourse of teachers with the families whose hospitalities they shared, kept the subject constantly in mind ; and the beneficial influence of the Teachers' Institute held in a particular town or village could be seen in the schools for years afterwards.

If it were necessary, I would ask you to go with me to the office of Superintendent of City Schools, to learn the nature and extent of the work in his hands. After hearing his account of what passes under his eye, we would request him to go in person with us and show us the working of the system in the schools. We should see the buildings and their adaptations to the uses of the school, and visit the rooms of the teachers of the several grades, beginning with the primary school and ending with the high school, noting the system of grading and promotion ; the teachers and their work ; the evidence of the superintendent's all-pervading influence ; the co-operation of all parties within and without, for a given result ; and the conviction would be forced upon us that combination of effort and skilful direction are as productive of good results here, as they are in companies formed for carrying on any branch of business too large and too complicated for individuals. We could not avoid the reflection that no public enterprise contributes more to the progress of civilization than our schools. There every family is represented. There a union of sympathy, of sentiment, and of action is formed in childhood, which will end only with life, consolidating society into one compact body, as nothing else will. There, in the higher grades, the youth receive that training which not only fits

them for those branches of business that require knowledge and skill, but for that position in society which holds the two opposite extremes in check.

The high school especially forms that large and important class which keeps the balance in the State. A well-instructed middle class is worth more to a community than either extreme,—the rich or the poor. There is no danger either of tyranny or of lawless faction where this exists. There is no safety where it does not. Without it, as Landor somewhere says, “Society is froth above, and dregs below.”

Of the numerous colleges, many of which are now largely endowed, and flourishing, I will select for our inspection the oldest. The early graduates of Harvard would hardly recognize their *Alma Mater* in her present dimensions, her new dress, and her many added charms. A little city of academic buildings, more than thirty in number, would be found in and around the college grounds. The splendor of the new edifices, the number and richness of the cabinets of science and art and laboratories, would excite their amazement. The whole number of students, in all the departments, is not less than 1,400. If all the members of the various faculties were to appear in the procession on Commencement Day, you could count up one hundred and twenty-eight. To describe all the branches of learning and science taught there, and the mode of teaching them, would be a task like that of describing the streets of Boston. We become bewildered in attempting to trace this perfect network of instruction in literature, science, and art. There is not a foot of ground on this continent that does not feel the influence of this seat of learning, and scarcely one that does not contribute something to swell the number of specimens collected in its museums and cabinets. In 1870 its funds amounted to \$2,500,000. Since that time \$3,000,000 more have been received.

If we had chosen Yale, instead of Harvard, to represent our larger colleges, we should have found a like expansion and growth. Several other colleges, East and West, North and South, are following in the same line, and there is hardly one in the whole country that has not felt the magic touch of modern improvement.

Had I time, I could speak of Vassar and Wellesley as the Harvard and Yale of female colleges. How different from the historic Troy Seminary and Bradford Academy! Localities indescribably beautiful, grounds and buildings of great splendor, able and thoroughly organized faculties of instruction, and courses of study that fully entitle them to the name they bear. Following them is a list of over two hundred other female seminaries, besides the girls' high schools, in our cities. We are behind no country in female education. I must pass with a bare mention the two hundred and seventy-three professional schools, and the two hundred and forty-four scientific and practical schools, scattered all over our extended country.

Among the evidences of progress, not the least is the establishment of our National Bureau of Education. It is to the whole country what the department of education is to a State. Fully to set forth its importance would require much more time than the brief space allotted me. And what need is there to undertake the task? Who that looks into the state of education in this or other countries does not know the value of the reports annually issued from that office? What Mr. Barnard had attempted in a private way, and for a long series of years carried on, with a zeal which nothing but the love of the subject could inspire, is now, on a much broader scale, and by a stricter system, performed under the auspices and by authority of the general government. To the vast store of facts thus collected we all resort for information, whenever we wish to learn the working and progress of our system of education.

During our period of fifty years the school system of New England has spread over all the Western States, and within a little more than a decade of years over all the Southern and South-western. By covering these vast territories the area of public schools has been increased nearly twenty-fold. It now extends from ocean to ocean, and from the Lakes to the Gulf. They are this day influencing the destinies of forty millions of people, and have nearly ten millions of pupils in training. What a stride is this from the condition of things under our fathers!

Formerly four millions of slaves, within our borders, lived and died in ignorance. Now seven hundred thousand of their million and a half are taught in the public schools, and probably not less than one hundred thousand in private schools, and they have numerous colleges, theological seminaries, academies, and normal schools for higher education. These, with other similar agencies, are doubtless destined to work out the redemption of this ill-fated race.

It will be perceived that we have rather glanced at some of the principal points of our present system of education as distinguished from that of former times, than attempted a description of the whole; but enough, I trust, has been said to indicate the great change which fifty years have wrought in this respect.

Imperfect as our survey has been, its effect cannot be otherwise than inspiring. The friends of humanity, who have expended so much thought on the improvement of society, observe with satisfaction that however it may be in other departments of our social organization, none of their hopes of the efficacy of general education have been disappointed. The experiment has been made on a sufficiently large scale, and for a sufficient length of time to test the system. If the old district school of New England, imperfect as it confessedly was, bore good fruits, which

none will deny, the modern system, with its manifold improvements, has borne them much more abundantly. And yet we have not reached the goal for which we are striving. You know the *facetiae* of the old grammarians, "The present is imperfect, the perfect is future." *

One of the impediments to progress is the discrepancy of views among the friends of public schools, in regard to the end and aim of education. It leads to divided, and sometimes to antagonistic action. One class of men maintain that education is the process by which we strive to develop the ideal man ; or, in other words, to aim at the perfection of all the parts of his complex nature. Rightly understood, this may be a safe definition. But it includes much more than the schools can accomplish. It would involve the right use of all the means of improvement from the day of our birth to that of our death. School hours would comprise all the days and nights of our existence.

Others limit themselves more strictly to public schools, and affirm that their proper aim is to train children to the knowledge of those things which they will need to practise in after life. This is called practical education. Now if this does not include the cultivation and development of the various faculties of the mind, and the elements of general knowledge, it is defective. If it comprehends the mechanical operations of artisans, it includes too much. The mechanic's shop is the place to learn a trade.

A third class take a still different view, and say the object of the schools is simply to train good citizens. This again is an incomplete and partial statement. A child possesses all the attributes of humanity, and should be

* The Address, as read by Dr. Ellis, ended here. The remainder has been printed from Dr. Sears's manuscript, which had been reserved by him in the fear that the Address would occupy too much time.

educated as a human being. He is indeed a citizen, but he is much more, and has an individual worth which cannot be merged in the State. If the State educates him, it is because he is to become a citizen, but he does not thereby cease to be a man, nor does the State exclude every other consideration but that of citizenship. The same education which makes him most useful to the republic makes him most successful as an individual. In promoting the public good by public instruction, it is necessary to promote every private interest ; and the more completely one is developed as a spiritual being, the more valuable is he to the State. If, therefore, this view of the aim of the schools is accepted, it must not be in any narrow sense, but must be allowed to include the culture of the whole man,— body, soul, and spirit.

Still another class maintain that the object of education is to learn the laws of the world in which we live, in order that we may adapt ourselves to them, and be governed by them. The Old and the New Testament of this gospel are the earth and man. Beyond these, which are as complete as the two sides of a bivalve shell, a human being has no concern. These physicists or materialists do not look upward as the divine Plato does in Raphael's picture of the School of Athens, but downward as Aristotle does. The earth to them is heaven, and the long line of successive generations is man's immortality. Of course, if God, the soul of the universe, is left out of view, the soul of the child may be disregarded in his education.

Let us rather say that the public schools should have a twofold object : partly to develop and train all the faculties of the child, and partly to give him the elements of general knowledge, and this, too, whether the school-life of the child be long or short.

Whether these views be accepted or not, we shall probably agree in one thing, that there is great need of a deeper

insight into this subject, which shall lead to a more general unity of sentiment and harmony of action.

Another serious drawback is the want of a thorough supervision of schools by experts. Men seem to be satisfied with the form without the substance, with the monthly visits of persons who make no pretensions to any special knowledge of the subject, and who could not, to save their lives, teach a respectable school. Nothing is better established than the modern doctrine of combination and supervision by specialists in every extensive branch of business. Schools will no more run well of themselves than factories and railroads. Without superintendence the waste is many times greater than the cost of furnishing it. The expenditures of our public schools consume a great part of our revenues, and it is well known that nearly one-half of the school money is expended to little purpose. Let the executive duties of school management, instead of being distributed among various parties having no skill in such matters, be put into the hands of one competent and responsible man, and the same advantages would result as are found in all great business establishments. Only think of a manufacturing company, which, to save the salary of a superintendent, puts both machinery and costly material into the hands of a miscellaneous collection of men; or of a railroad corporation, which, for want of systematic superintendence, suffers a break-down once a month, costing ten times as much as the salary of a proper officer. There is no money more economically expended than that paid for a first-rate superintendent.

And now as to the teaching. We are indeed greatly in advance, in this respect, of former generations. But judged by an absolute standard, the majority of our teachers are far from what they should be. They constitute a great army, and the rank and file are still largely made up of raw

recruits, and it will be long before any one shall be a well-drilled soldier.

Now, looking forward fifty years, instead of backward, and judging from the present tendencies, what can we affirm that the teacher of the future is to be,—what his qualifications, and what his professional career? It will be safe to say that he must possess some natural aptitude for the office; a bright intellect and warm heart; a knowledge of things beyond what is required to be taught; a professional training or its equivalent; a winning presence in person and manners,—in short, a model character intellectually, morally, and socially. Such will be the requisites for an appointment.

To retain his place he must never cease to be a progressive man. His professional education must never be suffered to come to an end. He must read the great thoughts of great writers on the nature of the mind to be educated, on social organization, on the demands of an advancing age; must in some measure keep up with the world in popular science and literature; he must enrich his mind by studying the lives and success of great educators of the past, and know something of the results of the experiments of successful living teachers.

Above all, he must, in his daily work, observe and experiment for himself, just as if he were a self-made teacher, remembering the words of Richter: "All is but lip-wisdom that wants experience." His inquisitive mind must watch and note all that passes before his eye in the little world under his care. That is his laboratory for analyzing human character, his practical school of philosophy. He will daily test and revise his own work, and feel his way along like the careful investigating philosopher, generalizing the results of his own observation and experiments, and then verifying his generalizations by new tests. Something of

this kind is within the reach of every one who is born and educated to be a teacher.

There is, of course, to be a great weeding out of persons who have mistaken their calling. There will be many who will stay in the profession just long enough to satisfy themselves and others that they are not in their proper place. This need be no discouragement. Many an unskilful teacher makes a first-rate business man, and many a lady teacher shines more in the family than in the school-room.

I will indicate those who can be spared with the least detriment to the profession. Of the three classes of teachers, active, passive, and neuter, the first only are of much value to the schools. The second are too much acted on. They are so worried and vexed with annoyances from troublesome pupils, unreasonable parents, negligent or meddling school officers, and an unappreciating, ungrateful public, that they have no heart to do what they might but for this unfortunate infirmity of morbid sensitiveness. The third class, good easy souls, are like the silent stars that see nothing to be done but to keep their nightly courses. They are like the "pure being" of the philosophers, without any distinctive attributes. Most men are born to be, to do, and to suffer. This class is exempt from the last two categories. If they do little good, they do little harm, and have at least the merit of illustrating the virtues of contentment. We cannot but feel kindly toward them, and have no better wish for them than that they may find one of those quiet retreats where contentment is a cardinal virtue.

The teacher of the future will not heedlessly follow his own idiosyncrasies as to how he shall deliver his thoughts in imparting instruction. He will, by nice discrimination, consult the exigencies of each case. He will ask himself, What do I wish to accomplish, and what is the very

best way of doing it? We hear much of oral teaching. This is teaching by word of mouth. It is talking, which is a great art, not often fully attained. How many shoot all around the mark and always miss it! There are many wrong ways, and but one right way.

For example, there is the loose talker, who is never precise or strictly accurate. A blur is on his eye, and he does not see things clearly. Can he be a good teacher? There is the self-complacent talker, who likes to hear himself, and vainly imagines that others are equally pleased to listen. He is afflicted with the *cacoethes loquendi*. There is the muttering talker, who is never well pleased or happy, whose chief exploit is to keep the surface of the waters a little ruffled all the time. There is the unmusical talker, whose vocal organs grate on the ear like a creaking door ajar, trying the stoutest nerves "from morn to dewy eve." There is the loud, boisterous talker, who commands silence without listening to see whether he is obeyed or not. There is the odd, quaint talker, who amuses more than he instructs. There is the rambling talker, whose homilies wander strangely from the text. There is the saturnine and sullen talker, who appears at his best in the time when the east wind prevails. His frowns and scowls seem to say, as the old almanacs did, "Look out for a storm about these days." There is the egotistical talker, who thinks that his little brain contains all that any one needs to know; and finally, there is the over-complaisant and deferential talker, who is so very delicate and respectful to his pupils as to lose all their respect. "Which way is Capua from Rome?" once asked a professor of a student. "North," was the reply he received. "Yes, yes, a little South," said the professor. Words fitly spoken in the school-room, no less than elsewhere, how great, how rare the treasure! Singularly enough the same member, the tongue, that is indicative of power, is also indicative of character.

I said in the beginning that this is pre-eminently an age of enthusiasm in education. But it is not one of those transient excitements that often come over whole nations, and then pass away. It is the permanent result of centuries of experience. Its grounds are a better view of human capacity and human destiny. It is the foundation of the peculiar civilization of this age, and we cannot disregard it without shutting our eyes to the essential means of further progress. We must either move forward in this path which Providence has opened before us, or relapse into the condition of former and less-favored generations. The conditions of our social existence, and the nature and form of our civilization have undergone a great change, and we cannot turn the tide of world-wide events backward. All civilized nations are compelled to give to the people a larger participation in the affairs of government. "Never did political power circulate through so many hands." The more popular the government, the greater the necessity of general education. We are bitterly and yet rapidly finding out that we cannot trust our political leaders, whose patriotism consists either in "the love of money for the sake of power, or power for the sake of money." The people are more and more, every year, thrown back upon themselves, to form and follow their own opinions. And so it is everywhere, from our Pacific coast to the Dardanelles, and from the Arctic to the Antarctic Ocean. Hence the universal demand that with the increase of popular government there be a corresponding increase of popular education.

There is still another point to be noticed here, one which recent events urge upon our attention. It is that of the ever-increasing number of persons thrown out of employment, and thereby reduced to want. To meet the Malthusian doctrine, that the increase of population out-

runs that of the means of subsistence, the Socialists propose a reconstruction of society as to property and industry, destroying caste and introducing equality. There is a growing class, chiefly foreigners and operators, who favor something kindred to this view. But it can never prevail. "Property," it has truly been said, "is the bond and seal of civilization." Society cannot be founded on abstract principles. Plato's Republic is pleasant reading, but it could never be reduced to practice any more than More's Utopia. Our humanity revolts against the inhuman theory of Malthus,—death and starvation,—and our sense of justice, no less than of expediency, make us averse to Socialism. The instincts of human nature are opposed to taking their earnings from the industrious and giving them to the idle.

How then shall we give remunerative employment to the starving poor? By multiplying and expanding the branches of industry, and educating a larger class to practise arts hardly known to us now. Luxury and the love of ornamentation are growing with our growth. These will be paid for, and the money will go to the places where the articles demanded are manufactured. France is enjoying the monopoly now. Why? Because she has eight times as many pupils receiving secondary instruction as England, Scotland, and Ireland combined. The ablest statesmen and economists in the different countries are now considering higher education as the remedy of the evil felt by all. The question is rising in importance every day in our own country. It is only necessary to turn operatives into adepts by a higher degree of culture and by systematic training, as in France, and the millions sent to that country will be retained at home, and every qualified person, male or female, will find employment and the means of competence. Even Ireland might be relieved of

its distress, if it could be redeemed from its ignorance, and its swarming population be qualified to practise the finer industrial arts. In this pre-eminently humanitarian age, the remedy for the sufferings of the unemployed who have capacities for improvement will not be overlooked, and the demand for education will advance with the advancing age.

Once more, and finally, I look upon this body of teachers and see in their very aspect evidences of a great change in fifty years. I have described to you the public school teachers of former times. They belonged to a less-advanced stage of civilization, and their rank in society was relatively much lower than yours is to-day. Who and what are the teachers of 1880? Taken as a class, they are persons, who, by means of reading, of hearing lectures, of visiting galleries of art, and of travelling and mingling in good society, have a degree of culture which their predecessors had not. Instead of being of a degraded class, "schoolmasters and nothing else," they are the peers of those whom they meet in society. The people appreciate this progress; they see its happy influences upon the schools, and attach an importance to the public schools which they never did before.

I confess I cannot feel indifferent when I look upon this rare spectacle of a goodly array of teachers, whose kindly office it is, not to lay waste a country; not to win fame by trampling down the innocent and helpless; not to acquire the possession of ease and honor by making others ministers of their luxury,—but to use their painfully acquired power for the benefit of mankind, to brighten the pathway of the children of poverty and want, to sweeten the homes of the uncultivated and lowly, to give the graces of taste and refinement to the children of the laborer, to raise in the scale of being a whole generation to a higher social

level, and to bless society by scattering the beams of intelligence and brightness among all its various classes.

You might have a reputable occupation, pleasing to your taste, and profitable to yourself, and not unproductive of all benefit to your fellow-men, old or young. But is not the heartfelt gratitude of hundreds of children and youth which will always follow in your path a better reward of your daily toils than such selfish gratifications? In the one case, you would lower yourselves to the level of brutes, who have no other guide than their selfish instincts; in the other, you would be acting "up to the height and dignity of human nature."

Fifty years ago,—let me say in conclusion,—we thought we had nearly reached the goal of human knowledge. We now look back on what we knew then, somewhat as we then looked back on what the ancients knew. Let us learn to think modestly of our attainments, and wonderingly at the unsolved mysteries of our own being, of nature, and of Providence. Neither Huxley nor Spencer can teach us all things. The time may come when they and we, and all the men of our day, will be regarded as mere smatterers in knowledge. What we know not, and cannot know in this age, may be revealed to those who come after us.

HUMILITY IN THE SOLEMN PRESENCE OF A MYSTERIOUS
UNIVERSE, AND REVERENCE FOR THE POWER THAT
FRAMED IT, BEST BECOME THOSE WHO ARE BUT THE
CREATURES OF A DAY.

INDEX TO VOL. I., II.

INDEX TO VOL. I., II.

Abbott, Hon. A. A., i. 283, 334.
Adams, Pres. Jasper, i. 101.
Adams, John, ii. 273.
Adams, John Quincy, ii. 53.
Aiken, Hon. William, i. 10, 14, 23, 51,
57, 103, 180, 188, 202, 334, 396, 398;
ii. 59, 63, 200, 258, 329, 367, 371;
letter from, i. 182.
Alabama, State of, reports of the condition
of the public schools in, and the assistance rendered them by the Board
of Trustees, i. 106, 209, 256, 310,
376, 422; ii. 14, 17, 68, 75, 108, 126,
158, 174, 222, 239, 262, 352; state-
ments of the State Superintendent of
Education of, in regard to the influence
of the Peabody Fund, ii. 130.
Amos, John E., i. 56.
Appleton & Co., Messrs., letter from,
to the Board of Trustees, offering a
donation of books, i. 31; reply of the
Chairman of the Board, i. 32.
Arkansas, State of, reports of the condition
of the public schools in, and the assistance rendered them by the Board
of Trustees, i. 124, 264, 322, 384,
427; ii. 13, 72, 76, 116, 127, 167,
175, 230, 240, 263, 360; statements
of the State Superintendent of Edu-
cation of, in regard to the influence
of the Peabody Fund, ii. 130.
Arnold, Matthew, ii. 203.
Arthur, Prince, H. R. H., i. 167 *n.*

Barbour, Hon. James, ii. 53.
Barnard, Dr., United States Commis-
sioner of Education, ii. 290, 421.
Barnes, A. S. & Co., Messrs., letter
from, to the Board of Trustees, offer-
ing a donation of books, i. 34; re-
ply of the Chairman of the Board,
i. 36.
Barnes, Surg.-Gen. Joseph K., i. 396,
434.
Bearden, Walter S., ii. 374.
Bennett, Prof. H. S., ii. 363.
Berkeley, Governor, of Virginia, ii. 402.
Bestor, Rev. Dr., of Alabama, i. 108.
Bickmore, Mr., Superintendent of the
American Museum of Natural His-
tory, New York, ii. 190.
Bicknell, Hon. Thomas W., ii. 371.
Blake, Rev. Mr., of Wilmington, N. C.,
ii. 80.
Boutwell, Hon. George S., ii. 397.
Bradford, Hon. E. A., i. 89, 92, 106, 180,
274; letter of resignation of, as a
member of the Board of Trustees,
i. 226; resolutions adopted by that
body on accepting the same, i. 232.
Bradley, Miss Amy B., i. 134.
Bright, Right Hon. John, ii. 277.
Broaddus, Rev. Dr., of Virginia, i. 196,
242.
Bronson, Dr., of Florida, i. 253.
Brougham, Lord, ii. 401.
Brown, Gov. John C., i. 283.
Buckingham, Joseph T., ii. 404.

Buckle, Henry Thomas, ii. 278.
 Burke, Edmund, i. 159; ii. 278.
 Burke, R. W., ii. 393.
 Burleson, Rev. Dr., of Texas, ii. 115,
 166.
 Burnette, F. E., ii. 358.

Carleton, President, of the American
 Institute of Instruction, ii. 399.
 Chase, Superintendent, of Florida, i.
 254, 306.
 Childs, George W., i. 275.
 Clifford, Hon. John H., i. 15, 28, 31,
 59, 60, 115, 139, 149, 150, 185, 187,
 222, 228, 230, 272, 275, 282, 334, 396,
 404, 434, 435, 441, 442; ii. 86; reso-
 lutions offered by, on the death of
 Hon. W. C. Rives, i. 84; extract
 from a letter of, ii. 8; death of, ii.
 60; resolutions adopted by the Board
 of Trustees on the death of, ii. 83.
 Clopper, E. N., ii. 358.
 Coke, Governor, of Texas, ii. 163.
 Coldwell, Hon. Thomas H., ii. 373.
 Colquitt, Governor, of Georgia, ii. 303.
 Cooper, Hon. Edmund, ii. 373, 374.
 Coram, Robert, ii. 406.
 Corcoran, W. W., i. 247.
 Cowperthwait & Co., Messrs., i. 37.
 Curry, Hon. J. L. M., ii. 368, 371.

Dean, John R., ii. 375.
 Denton, Hon. James L., ii. 360, 361.
 Dickinson, P., ii. 312.
 Dimitry, Prof. Alexander, ii. 111.

Eaton, General, State Superintendent of
 Tennessee, i. 89.
 Eaton, George N., i. 14, 19, 85, 115,
 139, 397, 441; ii. 6; death of, i.
 401, 440.
 Eaton, Gen. John, ii. 397.
 Ellis, Rev. George E., D.D., ii. 304,
 321, 399.
 Endicott, William C., i. 283, 334.
 Evarts, Hon. William M., i. 17, 20, 22,
 140, 141, 272, 273, 396, 403, 434,
 440; ii. 50, 54, 80, 86, 87, 132, 248,
 252, 257, 299, 331; resolutions re-
 ported by, from the Committee on
 Incorporation, i. 24; report by, from
 a Committee on Mixed Schools, i.
 436; resolutions reported by, con-
 cerning the office of General Agent,
 ii. 367.
 Ewing, Hon. E. H., ii. 389.

Farragut, Admiral D. G., i. 13, 166 n.,
 274; ii. 310; death of, i. 228; reso-
 lutions adopted by the Board of
 Trustees on the death of, i. 231.
 Fish, Hon. Hamilton, i. 5, 15, 17, 49,
 20, 22, 27, 28, 31, 38, 58, 84, 115,
 117, 138, 139, 141, 221, 341, 403; ii.
 48, 63, 95, 133, 135, 194, 244, 249,
 265, 331, 367; resolutions on finance,
 presented by, i. 29; resolutions re-
 ported by, on the death of Gen.
 Richard Taylor, ii. 250.
 Fiske, F. A., Superintendent of Educa-
 tion for the Colored People of North
 Carolina, i. 94, 95.
 Florida, State of, reports of the condi-
 tion of the public schools in, and the
 assistance rendered them by the Board
 of Trustees, i. 104, 206, 252, 306, 371,
 421; ii. 13, 17, 68, 75, 107, 126, 158,
 174, 219, 239, 261, 351; statements
 of the State Superintendent of Educa-
 tion of, in regard to the influence
 of the Peabody Fund, ii. 130.
 Foster, John, ii. 241.
 Franklin, Benjamin, ii. 90.
 Fultz, Mrs. John Hampden, daughter
 of Dr. Barnas Sears, ii. 319; letter
 from, covering the ground of the An-
 nual Report of the General Agent,
 ii. 344.

Gail & Ax, Messrs., i. 117.
 Garrett, John W., i. 22.

Georgia, State of, reports of the condition
 of public schools in, and the assistance
 rendered them by the Board of Trus-
 tees, i. 203, 249, 302, 364, 417; ii.
 13, 17, 67, 75, 105, 126, 155, 174,
 217, 238, 261, 351; statements of
 the State Superintendent of Educa-
 tion of, in regard to the influence of
 the Peabody Fund, ii. 130.

Gladstone, Right Hon. William E., i. 158.

Gooch, Mr., of the City Council of Staunton, Va., ii. 393.

Goodrich, S. G., ii. 405.

Graham, Hon. W. A., i. 13, 52, 60, 100, 139, 141, 200, 221, 332, 394, 395, 397, 403, 404, 434; ii. 54, 65; address of, to the Board of Trustees, on the death of George Peabody, i. 180; death of, ii. 7, 19; resolutions adopted by the Board of Trustees on the death of, ii. 50.

Grant, Gen. U. S., i. 23, 58, 117, 138, 140, 141, 333; ii. 147, 200, 257, 330, 344.

Grimke, ——, Secretary of the School Board of Charleston, S. C., i. 51.

Harkness, Professor, of Brown University, ii. 397.

Hayes, Pres. Rutherford B., ii. 139, 147, 200, 257.

Holliday, Governor, of Virginia, ii. 348; tribute of, to Rev. Barnas Sears, ii. 379.

Hollingsworth, Hon. O. N., ii. 163, 358.

Hook, Dr., ii. 242.

Hovey, Rev. Alvah, D.D., ii. 397.

Howard, General, i. 111.

Hoxsie, Major, of Texas, ii. 358.

Hoyle, Rev. T. A., D.D., ii. 340, 342.

Hubbard, Hon. H., i. 56.

Humphry, President, ii. 405.

Huxley, Thomas II., ii. 177.

Jackson, Hon. Henry R., ii. 54, 138, 147, 200, 257, 368; resolutions reported by, on the death of Hon. Samuel Watson, ii. 133; remarks in support of the same, ii. 134; letter from, 268, 269.

Jamison, Hon. R., i. 107.

Jefferson, Thomas, 21, 273, 274, 277, 295.

Jillson, J. K., State Superintendent of Schools in South Carolina, statement from, i. 245.

Johnson, Rev. H. F., ii. 192.

Joyne, Prof. Edward S., ii. 350.

Killebrew, Mr., of Tennessee, i. 389.

Ladd, Prof. John J., ii. 263, 349, 353, 360, 361, 365, 392, 396.

Lamb, Hon. William M., i. 97.

Lampson, Sir Curtis, i. 164.

Landor, Walter Savage, ii. 183.

Lincoln, Prof. J. L., ii. 397.

London Quarterly Review, ii. 242.

Longstreet, Judge, ii. 406.

Lothrop, Rev. S. K., D.D., i. 165.

Louisiana, State of, scheme proposed by the Board of Trustees to the State Superintendent, for the promotion of public schools in, i. 91; reports of the condition of the school system of, and the assistance rendered it by the Board of Trustees, i. 218, 262, 319, 331, 382, 425; ii. 14, 17, 75, 111, 126, 160, 174, 226, 239, 262, 354.

Lowe, Chancellor of the Exchequer, ii. 243.

Lusher, Hon. R. M., State Superintendent of Public Schools in Louisiana, i. 91, 106, 135, 218, 262, 319; ii. 111, 354, 397.

Lyman, Theodore, ii. 86, 89, 137, 201, 245, 251, 266, 304; remarks by, on the Report on Education for the Colored Population of the United States, ii. 269.

Lyon, Merrick, ii. 397.

Macalester, Charles, i. 12, 14, 15, 20, 30, 60, 114, 115, 186, 187, 222, 223, 230, 233, 272, 274, 275, 394, 396, 441; ii. 6; death of, i. 400, 440.

Macaulay, Lord, ii. 241.

Mackintosh, Sir James, i. 351.

Madison, James, ii. 274, 275, 283.

Mallon, B., ii. 262, 358.

Manly, Rev. R. M., Superintendent of the Colored Schools in Virginia, i. 136.

Mann, Horace, ii. 280, 384, 415.

Manning, Judge Thomas C., ii. 267, 329, 369, 371, 372.

Marshall, Chief Justice, ii. 21.

McCormick, Hon. Richard, ii. 205.

McIlvaine, Right Rev. Charles P., i. 5, 18, 19, 21, 22, 23, 85, 147, 150, 186, 283, 396; resolutions offered by, at the first meeting of the Board of Trustees, i. 10; resolutions reported by, from Committee on Investigation and Inquiry, i. 16; resolutions reported by, on the death of George Peabody, i. 177; death of, i. 337; resolutions adopted by the Board of Trustees on the death of, i. 341.

McIver, Prof. Alexander, ii. 350.

Memminger, Hon. C. G., i. 51.

Minor, Prof. J. B., i. 41.

Mississippi, State of, Planters' Bank Bonds, i. 4; reports of the condition of the public schools in, and the assistance rendered them by the Board of Trustees, i. 108, 215, 258, 314, 378, 423; ii. 14, 17, 70, 75, 110, 126, 159, 174, 224, 239, 262, 352; Memorial to the Senate and House of Representatives of, i. 279; statements of the State Superintendent of Education of, in regard to the influence of the Peabody Fund, ii. 130.

Monroe, James, ii. 275.

Monthyon, Baron De, i. 159.

Mowry, William A., ii. 397.

Noel, Baptist, ii. 242.

Nolan, Rev. Thomas, D.D., i. 164.

North Carolina, State of, reports of the condition of the public schools in, and the assistance rendered them by the Board of Trustees, i. 98, 197, 242, 297, 360, 415; ii. 13, 16, 65, 74, 101, 125, 152, 173, 214, 238, 261, 349; statements of the State Superintendent of Education of, in regard to the influence of the Peabody Fund, ii. 130.

Northrop, Hon. B. G., ii. 358, 397.

Nott, President, ii. 405.

Orr, Hon. G. J., i. 101; ii. 207, 303, 331, 338, 339, 343, 351.

Peabody, George, i. 15, 33, 36, 150, 173, 180, 188, 220, 334; ii. 59, 297, 309, 314, 320; first letter of, creating the Trust, i. 10; other letters concerning the same, i. 21, 142; resolutions adopted by the Board of Trustees in gratitude to, i. 23; eulogy on, i. 151; inscription on the pavement of Westminster Abbey where his remains had rested, i. 156, 157; an incident of his last days, i. 164; resolutions adopted by the Board of Trustees on the death of, i. 177; donation of, for the benefit of the Poor of London, i. 339; statue of, in London, ii. 6; anecdote of an interview with, ii. 90.

Peabody Education Fund, the Trustees of the, members of the Standing Committees, i. 12, 18; ii. 50, 87, 138, 249, 372; resolutions adopted by the Trustees, stating what should be their policy in their use of the Fund, i. 16; the Act of Incorporation of, i. 24; description of the common seal of, i. 278; tabular statement of the General Agent's disbursements in the aid of education during the ten years 1867-77, ii. 123; statements of the securities held by, June 30, 1877, ii. 140-145; Oct. 1, 1878, ii. 197-199; June 30, 1879, ii. 254, 255; tabular view of the school population, attendance, and expenditures for the year 1878, in the twelve Southern States assisted by, ii. 237; Memorial presented to Congress by, on the Education of the Colored Population, ii. 300.

Perry, Governor, of South Carolina, i. 102.

Philbrick, Mr., of Connecticut, i. 14.

Poole, Mr., State Superintendent of North Carolina, ii. 80.

Porter, Rev. Mr., of South Carolina, i. 103.

Powers, Hiram, ii. 94.

Riggs, George W., i. 60, 140, 273, 403; ii. 50, 80, 83, 87, 132, 136, 192, 200, 258, 266, 369.

Richter, Jean Paul Friedrich, ii. 426.

Rives, Hon. William C., i. 40, 140; resolutions adopted by the Board of Trustees on the death of, i. 84.
 Robert, C. R., i. 111.
 Rogers, William O., ii. 397.
 Ruffner, Hon. W. H., ii. 348; tribute to Rev. Barnas Sears, ii. 379.
 Russell, George Peabody, i. 10, 27, 141
 168, 188, 282; ii. 59, 147, 200,
 372.

Sears, Rev. Barnas, D.D., i. 14, 16,
 19, 36, 143, 149, 168, 282; ii. 4, 59,
 138, 147, 192, 201, 206, 252, 257, 294;
 letter from, accepting the office of General Agent, i. 28; reports of, to the Board of Trustees, i. 38, 85, 117, 187,
 233, 284, 342, 404, 435; ii. 10, 63, 95,
 148, 206, 241, 259; address of, to the Constitutional Convention of the State of Virginia, i. 61; remarks by, to the Board of Trustees, on the death of George Peabody, i. 183; an Argument by, on the subject of Free Common Schools, ii. 20; instructions to State Superintendents issued by, ii. 78; address of, at the Commencement of the Normal College at Nashville, Tenn., delivered May 29, 1878, ii. 176; death of, ii. 302; the origin and beginning of his relations with the Peabody Fund, ii. 305; letter from, giving his first thoughts on the subject of the Fund, ii. 306; his acceptance of the office of General Agent, ii. 309; letter from, reviewing his first year's work, ii. 310; anecdotes of, in connection with his work as General Agent, ii. 314 *et seq.*; extract from letter of, concerning his relations with members of the Board of Trustees, ii. 316; extract from letter of, showing the degree of his devotion to his work, ii. 317; extracts from other letters of, ii. 318, 319; a brief review of his labors in other fields, ii. 321; tributes to, from various sources, ii. 322, 323; resolutions adopted by the Board of Trus-

tees on his death, and various remarks made in support of same, ii. 324-330; tribute to, from Shelbyville, Tenn., ii. 373; from McMinnville, Tenn., ii. 375; from the State Board of Education of Texas, ii. 376; from the Trustees of the Public Schools of Columbus, Georgia, ii. 377; from the teachers of Virginia, ii. 378; from Gov. Holliday, of Virginia, ii. 379; from Superintendent Ruffner, ii. 379; from teachers of Tennessee, ii. 381; from the Nashville Normal College, ii. 382; from the Trustees of the University of Nashville, ii. 389; from the "Sam Houston" Normal Institute, ii. 390; from the Trustees of the Public Schools of Houston, Texas, ii. 391; from the Department of Public Instruction of Arkansas, ii. 391; from the city council of Staunton, Va., ii. 393; from the Educational Association of Western Virginia, ii. 396; from the Louisiana Journal of Education, ii. 397; Memorial Meeting of the American Institute of Instruction, ii. 397; Funeral services of, ii. 397; Address prepared by, for the American Institute of Instruction, 401.

Shaftesbury, Lord, i. 339.
 Sheldon & Co., Messrs., i. 37.
 Smith, Adam, ii. 241.
 Smith, General, of Mississippi, ii. 353.
 Smith, Judge, ii. 402.
 Smith, Prof. H. H., ii. 262, 358.
 Smith, Sydney, ii. 328.
 Soldan, Prof. Louis, ii. 350.
 South Carolina, State of, reports of the condition of the public schools in, and the assistance rendered them by the Board of Trustees, i. 101, 200, 245, 301, 363, 416; ii. 13, 66, 74, 103, 126, 154, 173, 216, 238, 261, 350.
 Stanley, Dean, ii. 5.
 Stearns, Rev. Eben S., D.D., ii. 303, 357, 364; letter from, concerning the removal of the Normal College from Nashville, ii. 331; tribute of, to Rev. Barnas Sears, ii. 382.
 Stockwell, T. B., ii. 397.

Story, W. W., ii. 6.

Stuart, Hon. A. H. H., i. 274, 396, 439; ii. 62, 137, 138, 190, 193, 244, 249, 250, 257, 259, 299, 319, 344, 348, 393; remarks by, in support of resolutions adopted by the Board of Trustees on the death of Hon. W. A. Graham, ii. 51; resolutions reported by, on the death of Hon. J. H. Clifford, ii. 83; remarks by, in support of the same, ii. 84; report presented by, on the Education of the Colored Population of the United States, ii. 270; resolutions reported by, on the death of Rev. Barnas Sears, ii. 324; remarks by, in support of the same, ii. 327.

Taylor, Gen. Richard, i. 274, 440; ii. 48, 49, 79, 82, 86, 88, 95, 138, 190, 192, 266; paper presented by, in behalf of the Southern Members of the Board, ii. 195; death of, ii. 204; resolutions adopted by the Board of Trustees on the death of, ii. 250.

Tennessee, State of, scheme presented by the Board of Trustees to the State Superintendent, for the promotion of public schools in, i. 90; reports of the condition of the public schools, and the assistance rendered them by the Board of Trustees, i. 130, 213, 268, 324, 388, 430; ii. 15, 18, 72, 76, 117, 127, 168, 175, 232, 240, 263, 362; statements of the State Superintendent of Education in regard to the influence of the Peabody Fund, ii. 131; resolutions from the State Normal College of, ii. 246.

Texas, State of, report of the condition of the public schools in, and the assistance rendered them by the Board of Trustees, i. 264, 320, 383, 426; ii. 13, 18, 71, 76, 112, 126, 163, 174, 228, 239, 262, 356; statements of the State Superintendent of Education in regard to the influence of the Peabody Fund, ii. 130.

Thompson, Major, of South Carolina, ii. 350.

Thornton, Sir Edward, i. 167 n.

Trousdale, Prof. Leon, ii. 375.

Virginia, State of, reports of the condition of the public schools in, and the assistance rendered them by the Board of Trustees, i. 96, 193, 237, 289, 352, 412; ii. 12, 16, 65, 74, 99, 125, 151, 173, 212, 238, 261, 346; statements of the State Superintendent of Education of, in regard to the influence of the Peabody Fund, ii. 129.

Visconti, Baron, ii. 5.

Vogell, Rev. H. C., i. 137.

Waite, Chief Justice Morrison R., i. 441; ii. 6, 48, 81, 82, 86, 88, 137, 246, 252, 257, 258, 265, 266, 330, 369, 370, 371.

Walker, Governor, of Florida, i. 105.

Ware, E. A., Superintendent of Colored Schools in Georgia, i. 96, 137.

Washington, George, ii. 273.

Watson, Hon. Samuel, i. 140, 441, 442; ii. 15, 50, 138; resolutions reported by, in acknowledgment of Mr. Peabody's second donation of a million dollars, i. 148; death of, ii. 94, 128; resolutions adopted by the Board of Trustees on the death of, ii. 133.

Webster, Neah, ii. 404.

West Virginia, State of, reports of the condition of the public schools in, and the assistance rendered them by the Board of Trustees, i. 119, 214, 270, 329, 391, 432; ii. 15, 18, 73, 76, 119, 127, 171, 175, 235, 240, 263, 365; statements of the State Superintendent of Education of, in regard to the influence of the Peabody Fund, ii. 131.

Wetmore, George Peabody, i. 149.

Wetmore, Samuel, i. 18, 27, 28, 114, 149, 273, 403; ii. 48, 257.

Whately, Archbishop, i. 343.

Whipple, Right Rev. H. B., i. 441; ii. 3, 6, 54, 80, 137, 193, 251, 253, 257; letter from, ii. 267; remarks by, in support of resolutions on the death of Dr. Barnas Sears, ii. 329.
White, Hon. W. R., i. 214.
Widgion, Hon. I., i. 105.
Wiley, Rev. C. H., i. 98.
Winthrop, Hon. Robert C., Chairman of the Board, i. 1, 5, 10, 23, 38, 84, 116,

138, 182; ii. 171, 193, 384, 397, 399, 400; eulogy by, on George Peabody, i. 151; address by, to the Board of Trustees, on the death of George Peabody, i. 168; other addresses to that body, i. 224, 276, 336, 398; ii. 4, 56, 80, 146, 200, 256, 302.
Wordsworth, William, ii. 203.

Yates, Rev. W. B., i. 103.

